



Merrill Area Public Schools

STATE OF THE DISTRICT

2018-2019

ANNUAL BUDGET BOOK

2019-2020

Student Achievement • Community Partnership • Future Success

TABLE OF CONTENTS

STATE OF THE DISTRICT 2018-2019

Important Dates.....	2
2019-2020 Board of Education	3
Superintendent’s Welcome/Mission, Vision.....	4-5
About MAPS/Board Goals	6-7
ABOUT OUR SCHOOLS	8-24
Special Education and Pupil Services	25-26
Curriculum and Instruction.....	27-28
Technology/Library Tech	29-31
ACT/AP Results.....	32
Wisconsin Forward Exam Results.....	33-34
Attendance and Truancy.....	35
Facilities and Maintenance Projects.....	36

BUDGET 2019-2020

Projected Budget Fast Facts.....	38
Effect of Declining Enrollment.....	39
Where Does the Money Come From?.....	40-41
How Funds are Spent.....	42-43
Long-Term Debt.....	44
Fund Balance: An Explanation	45
Long-Term Capital Improvement Trust Fund.....	46
Property Tax Levy.....	47
Property Tax Rates	48
Estimated Tax Impact on Property Owner	49
Proposed Budget for 2019-2020	50
Energy Efficient Revenue Limit Exemption Project	51

MERRILL AREA PUBLIC SCHOOLS

MAPS Central Office
1111 North Sales Street
Merrill, WI 54452

Kate Goodrich Elementary School
505 West 10th Street
Merrill, WI 54452

Merrill Adult Diploma Academy
1004 East 1st Street
Merrill, WI 54452

Merrill High School
1201 North Sales Street
Merrill, WI 54452

Maple Grove School
135594 County Rd. L
Hamburg, WI 54411

Community-Based Four-Year Kindergarten
W4165 State Highway 64
Merrill, WI 54452

Prairie River Middle School
106 North Polk Street
Merrill, WI 54452

Pine River School for Young Learners
W4165 State Highway F
Merrill, WI 54452

Bridges Virtual Academy (BVA)
1201 North Sales Street
Merrill, WI 54452

Jefferson Elementary School
1914 West Jackson Street
Merrill, WI 54452

Washington Elementary School
1900 East 6th Street
Merrill, WI 54452

Nels J. Evjue Memorial School Forest
N4740 Highway 107
Merrill, WI 54452

2019-2020 MAPS Important Dates

September 2
Labor Day
No School

November 4
Staff Development
No School

January 24
Staff Development
No School

April 10
No School

September 3
First Day of School

November 25-29
Thanksgiving Break

February 21
No School

May 25
No School

October 24
Staff Development
No School

December 23 – January 1
Winter Break

March 23-27
Spring Break

June 10
Last Day of School

October 25
No School

January 2
School Resumes

April 9
Staff Development
No School

June 11
Staff Development

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2019-2020



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Merrill Area Public Schools

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*** Student Achievement * Community Partnership * Future Success ***

Welcome to the District

It is my pleasure to present the State of the District report to members of the Merrill Area Public Schools community. As in past years, this report provides a formal review of the ongoing efforts many have made throughout the District and an overall review of student performance.

The 2018-19 school year was a year marked by growth, program development and specific improvements. As the operational referendum was successful over a year ago, our district was able to address many identified needs. The partnership our school district has established with the community was further reinforced by this evidence of their support. The teacher and administration compensation schedule has been revised to be in effect for the 2018-2019 school year. This has allowed our district to remain competitive and attract, as well as retain, high quality teachers and administrators. We were able to hire an experienced Fab Lab Director and build a state-of-the-art Fab Lab learning environment. Furthermore, a priorities list for maintenance has been addressed, allowing for progress on multiple long overdue projects. MAPS remains appreciative of the trust the community has in our district and will continue to build upon the trust that emerges through their relationship with our most important partner - the community by which we serve.

Student safety remains our highest priority, especially regarding the recent tragic events that have shocked our nation. MAPS applied for, and received, over \$300,000 of Department of Justice Safety grant dollars this past year. Being awarded these DOJ grants have allowed us to train our staff with emergency preparedness procedures and enhance the security of the entrances to our buildings.

The Honor Flight Pen Project at Prairie River Middle School prospered under the leadership of teacher Pete McConnell and with the help from many community sponsors. Makerspace programs, the elementary student version of technology education, have also been initiated as a means of creating critical thinking and problem solving for our elementary students.

Wisconsin Youth Apprenticeship Program (YA) is a state approved School-to-Career program that represents a collaborative partnership between the Department of Public Instruction (DPI), the Department of Workplace Development (DWD), and local school districts or consortiums. Youth Apprenticeships cover eleven career clusters including agriculture, health, transportation, hospitality, manufacturing, IT and others. Through the program, open to juniors and seniors, students earn one elective credit on the job site in addition to the credits that are earned in the classroom each year. Upon completion of their apprenticeship, students receive a Certificate of Occupational Proficiency from the DWD, an achievement recognized by technical college, universities and employers alike. Through industry partnerships, employers agree to select and hire apprentices, pay them, provide career coaching and mentoring, and evaluate the student's progress which impacts student YA grades. In turn, students learn about industry specific careers and provide record of hours worked, weekly reflections about their experiences. Through these community partnerships, the MHS Youth Apprenticeship grew to be one of the largest, if not the largest, YA program in Wisconsin. During the 2018-19 school year, 120 students were enrolled in the MHS YA program.

Academic and Career Planning (ACP) progress continued to be an area of focus this past school year. Our technology education program continues to partner with Weinbrenner Shoe Company to develop a Boot Camp which consisted of students creating their own boots. This was only possible with the donation of time and resources donated by Weinbrenner.

Merrill High School held its Second Annual Job Fair in the Spring of 2019. MAPS continues to value the prosperous relationship with our business community and partners. It is our purpose to prepare every graduate, whether their pursuit leads to immediate employment, enrollment in a technical school or university, or a post-secondary training opportunity.

The priorities that arose from our Community Conversation remain a priority for the district. In fact, MAPS revisited this process by hosting a three-night event, Strategic Planning - A Community Conversation. Our community discussed the relevance of the plan developed in 2016 and added social/emotional wellness of students and staff to our plan. While we continue to address the social/emotional needs of our students and staff, we will provide more focus in this area in the future. Educating and addressing the needs of the whole child is our priority.

Summer school opportunities continue to be enhanced as indicated by our student enrollment numbers. The summer of 2018 improved our student enrollment numbers to 275 students, a significant increase from years past. The summer program of 2019 saw even more K-8 students enrolled with 458 students participating, not counting those students enrolled in summer swim lessons. The School Forest summer programming has also been enhanced and is offering a variety of programs to students.

And finally, we understand the benefits of being trauma informed and trauma sensitive as we meet the needs of our diverse learners. School-based services have expanded to include onsite independent counselors in many of our buildings and utilizing the services of our therapy dog in those settings that can benefit. As discussed at our strategic planning meeting with the community, the social/emotional wellness of our students/staff will be addressed on our district scorecard as an additional pillar of progress measurement.

As we seek efficient ways to provide opportunities for students, we are committed to Merrill's tradition of excellence. It is our intent to make Merrill Area Public Schools a place where students are motivated to learn and engaged in their own learning. Ultimately, our goal is to provide each and every student with the skills necessary for success in whatever future endeavor they choose.

Thank you for the opportunity to proudly serve you!

Sincerely,
Dr. John Sample, Superintendent

Merrill Area Public Schools (MAPS) remains committed to student achievement, community partnership and future success for all students. We maintain strong collaboration with our Board of Education as we strive to provide a quality education for all students.

The district is defined by its mission, guided by its vision, and focused on its strategic goals. We incorporate the use of our district scorecard to provide evidence of customer service, student achievement, employee perception, and financial responsibility. The MAPS model is based on a belief of continuous improvement, which starts with aligning all aspects of the district to support student learning. Our commitment to continuous improvement prepares our learners for an ever-changing world in a way that is effective, efficient and provides results.

Our school leaders and staff monitor student progress in a multitude of formats, typically following cohort groups over time, as part of this improvement process.

- Academic measures such as the Wisconsin state assessments, ACT, MAP test scores and other local summative/formative assessment data.
- School climate and culture statistics are also monitored via student attendance, involvement in school activities and student management data.
- Perception data is measured via student, staff and parent pre- and post- surveys.

We challenge our students by connecting rigorous standards to personal learning plans based on interest and real-world issues. We believe that quality instruction and the appropriately facilitated use of technology is essential to the learning environment, hence our Kindergarten through MHS 1-to-1 iPad initiative.

We believe in community partnerships and the fact that relationships matter. While our goal is to prepare students for an ever-changing global economy, we are also providing students with the skill set to be successful in their own community. We value our community and understand that our success is dependent on the success of the community. Continuing, MAPS remains committed to the priorities that were generated through our Community Conversation event held in September of 2016.

The district monitors their financial stability through key indicators such as open enrollment, summer school attendance, level of fund balance and the district's bond rating. Other measurable indicators on the dashboard are graduation rates, level of staff education, positive media coverage, post secondary enrollment and staff development data.

The Merrill Area Public Schools district presently serves students in grades 9-12 (one high school with 847 students), in grades 6-8 (one middle school with 557 students), and in kindergarten through 5th grade (four elementary schools totaling 939 students). The district also maintains two school forests and a pre-kindergarten facility that is operated by the school district for Head Start students, 4K students and Early Childhood students with disabilities. Currently, 205 three and four-year-old children are enrolled in this integrated program. A community-based pre-kindergarten program began in 2010-11. MAPS also offers virtual courses through its Bridges Virtual Academy (4K-12). BVA's enrollment for the 2018-19 school year totaled approximately 720 students from around the state.

MISSION

Merrill Area Public Schools, in partnership with the Merrill Community and our families, exists to empower students to be lifelong learners, responsible citizens, and productive community members.

VISION

The vision of Merrill Area Public Schools is to be a student-centered school district in which students are prepared to achieve at their highest level, surrounded by an engaged community that is proud of its educational system.

There are approximately 369 staff members employed by the school district, including 227 people who are professionally certified teachers. Of these staff, 122 have received master's degrees and most have additional education credits. The district's certified staff members have taught for an average of 10.6 years in Merrill. Our staff is our greatest resource and the professional development of our staff continues to be a worthy investment.

The operating budget for MAPS was approximately \$35.2 million for the 2018-19 school year.

An important fact about the MAPS student body is that more than half of the graduates who begin their advancement in the university system finish what they started. Also, Merrill Area Public Schools is unparalleled in the state of Wisconsin in the number and value of scholarships awarded to graduates each year. In 2018, approximately \$2 million was awarded to Merrill graduates, which speaks to the fact that Merrill values education as a path to success for its young people.

MAPS leaders are committed to remaining focused on student learning and unanimously believe that ALL STUDENTS CAN LEARN.

The staff of Merrill Area Public Schools recognizes and appreciates the hard work of its members of the Board of Education. We respect the efforts of our esteemed Board and maintain a positive working relationship based on district efficiency and results.

BOARD GOALS

(Adopted April 22, 2019)

- Govern with a focus of ensuring policies and administrative guidelines are continually reviewed to provide the best learning environment possible as well as followed district-wide per their respective intent and administered without discrimination or neglect.
- Ensure the MAPS district develops and maintains a budget that meets the current and long-term educational needs of the community's students, while anticipating future needs and respecting the economic impacts on the local community households.
- Ensure all participants in any board meeting conduct themselves with the highest professional standards of behavior and safeguarding that the rights of others to hold and express opinions are respected at all times.
- Seek to make collective and proactive decisions in response to benefit seeking proposals rather than individual or reactive decisions as a result of negativity or avoidance.
- Maintain a clear distinction between the role of Board and Superintendent as to not interfere with the administration of the board's policy and approved motions while holding the Superintendent accountable for compliance and results.
- Foster two-way communication with the entire community especially welcoming viewpoints that may be less popular or common so that all citizens are allowed a stake in their community's school organization.

PINE RIVER SCHOOL FOR YOUNG LEARNERS

(HeadStart/Early Childhood/4K)

W4165 State Highway 64, Merrill, WI 54452

Director: Jill Seaman (715) 536-2392

At Pine River School for Young Learners we combine Head Start, Early Childhood Special Education and Four-Year-Old Kindergarten (4K) into one coordinated experience for three- to five-year-old children and their families. The Head Start program is federally funded and designed to provide low income families and their children with just that — a “head start.”



The Early Childhood program meets the needs of children with disabilities. PRSYL has a school psychologist, two speech and language pathologists and two early childhood special education teachers on site.

MAPS also offers the Community 4K program at four sites: Trinity Lutheran School, St. Francis School, Parkside Preschool and New Testament Christian Academy. Community 4K is a preschool program for all children who are four years old by September 1.

All programs operate on the same calendar as the MAPS district. Children attend for either a morning or afternoon session. Family events are held throughout the year to share the learning. We take our partnership with the children’s most important teacher, their family, very seriously. Families help us understand their children so we can personalize their learning at school. Our curriculum is based on individual student needs, Wisconsin Model Early Learning Standards, Head Start Indicators, Wisconsin Academic Standards and Teaching Strategies GOLD, which is also our assessment tool.

Our mission is to engage, educate, enrich and empower all young children. We believe in effective partnerships which are non-judgmental and work to foster each individual’s unique assets. Continuous growth is an essential part of our program. Most importantly, we believe that children learn through guided play and hands-on exploration of the world around them. This is a foundation for lifelong learning.

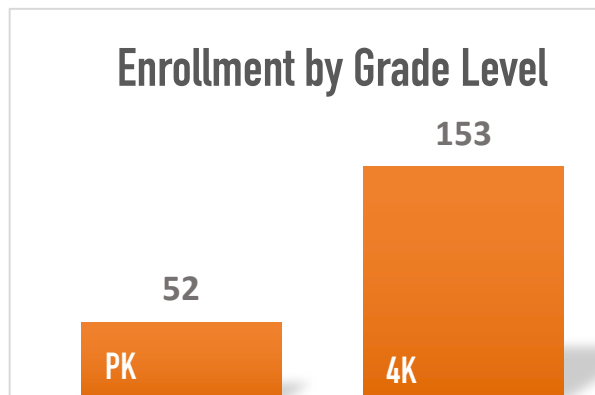
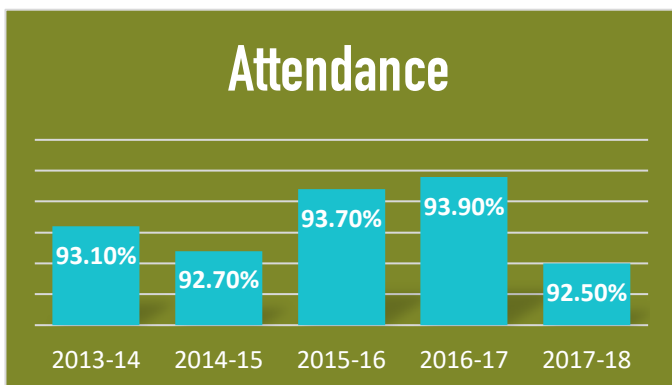
DID YOU KNOW:

- Our natural playscape is open to the public during non-school hours. Please come and learn through play.
- In 2015 an independent audit of our program ranked MAPS Head Start in the top 10% of Head Starts nationwide!



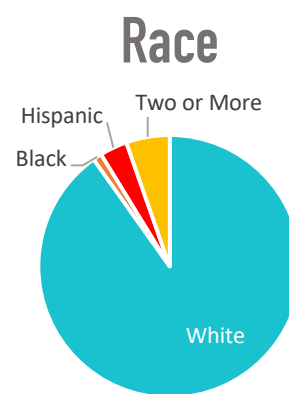
PINE RIVER SCHOOL FOR YOUNG LEARNERS

2018-19 PERFORMANCE



Enrollment by Demographic Group

Economic Disadvantaged	118	57.6%
English Language Learners	0	0%
Special Education	29	14.1%



Certified Staff

Number of Teachers	9
% with Advanced Degrees	44.4%
Average Years of Experience	10.6

Staff Data

Administrators	1
Para-educators	9.5
Clerical Staff	2
Custodial Staff	.5
Other	0

Measure of Academic Progress (MAP)

Data – Spring 2018-2019

How many elementary students attended Head Start/Early Childhood (HS/EC)?

Of 137 first grade students tested, 41 attended HS/EC

Of 132 second grade students tested, 39 attended HS/EC

Of 165 third grade students tested, 39 attended HS/EC

Of 167 fourth grade students tested, 38 attended HS/EC

Of 185 fifth grade students tested, 34 attended HS/EC

Grade	MATH		READING	
	At or above 50 th Percentile		At or above 50 th Percentile	
	HS/EC only	All Students	HS/EC only	All Students
1	51%	65%	48%	54%
2	38%	58%	26%	50%
3	36%	62%	37%	56%
4	24%	44%	34%	54%
5	35%	51%	36%	58%

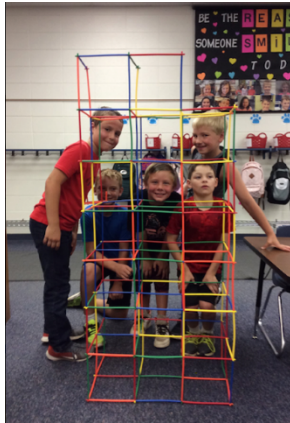
Jefferson Elementary School

1914 West Jackson Street, Merrill, WI 54452

Principal: Heather Skutak (715) 536-5432

Jefferson Elementary is home to approximately 220 students from kindergarten through 5th grade. It has a rich tradition of academic excellence and a sense of school spirit that touches students, staff, parents, and the community. Jefferson teachers and staff are dedicated to ensuring the success of the whole student: creating rich, meaningful relationships, cultivating a passion for learning, and providing each student with the opportunity to grow both as an individual and as part of a team.

The school's dedicated group of teachers and support staff are committed to providing all students with a safe, stimulating, child-centered learning environment. Through partnerships with their families, the school strives to prepare students to become productive members of an ever-changing society. Jefferson



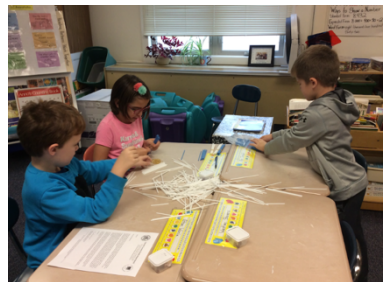
Elementary students are exposed to quality educational experiences that ensure they reach their maximum potential as lifelong learners. These family and community partnerships extend beyond the school day to include after-school opportunities through our Jags Club, tutoring and enrichment programs.

Jefferson students also have the opportunity to become a "Jaguar of the Month". This program is intended to promote a positive climate and culture at the school. Every day, we celebrate students who have demonstrated our ROAR values of Respecting others, Owning our actions, Acting safely, and Rising to the challenge at all times and in all places.

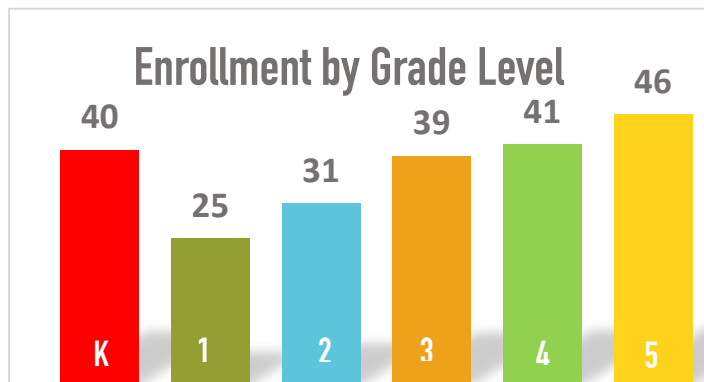
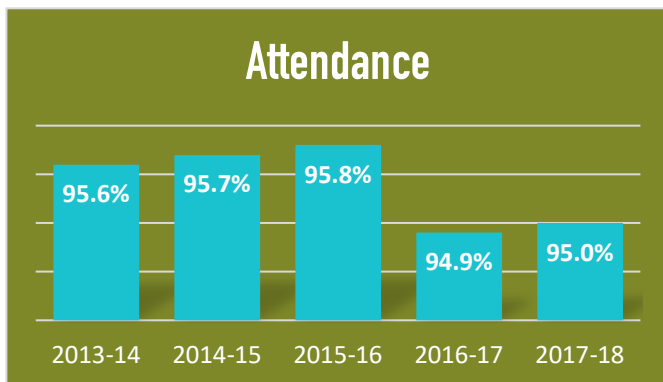
Jefferson Elementary encourages parents to get involved and take an active role in the school and their children's education. The school's parent-teacher organization provides strong support for enrichment activities and events at the school, greatly benefiting all of our students.

DID YOU KNOW:

- Over 75% of Jefferson students took part in Jefferson 'Jag Clubs,' a component of our grant programming which extends learning beyond the bells. Staff, parents and community members led groups of students in tutoring, special field trips, as well as enrichment classes such as Lego League, Science Alliance, Maker Club, Student Council, Lifetime Sports, Knitting, Cooking, Art and much more.
- Jefferson Elementary is an AGR (Achievement Gap Reduction) school, meaning all classrooms in grades kindergarten through third grade have a student-to-teacher ratio of 18 to 1 or less by the use of instructional coaches. This helps teachers to better accommodate individual student needs.

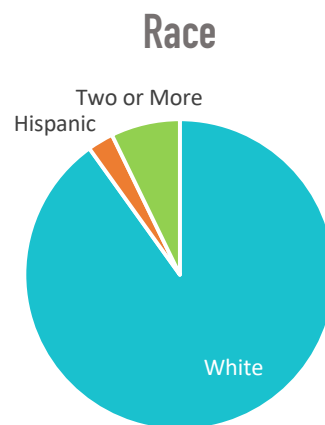


JEFFERSON ELEMENTARY 2018-19 PERFORMANCE



Enrollment by Demographic Group

Economic Disadvantaged	121	54.5%
English Language Learners	>5	0.9%
Special Education	43	19.4%



Certified Staff

Number of Teachers	22
% with Advanced Degrees	50.0%
Average Years of Experience	17.9

Staff Data

Administrators	1
Para-educators	7
Clerical Staff	1
Custodial Staff	1.75
Other	0

FORWARD ASSESSMENT

This table displays the percentage of students who scored proficient or advanced on the WI Forward assessment during the spring 2018 administration.

% Proficient or Advanced	Grade 3	Grade 4	Grade 5
English Lang. Arts	30.5%	36.3%	13.2%
Math	25.1%	29.5%	15.1%
Science		43.2%	
Social Studies		36.4%	

Kate Goodrich Elementary School

505 West 10th Street, Merrill, WI 54452

Principal: Glenda Oginski (715) 536-5233

Kate Goodrich Elementary School is Merrill's newest elementary school. Built in 1998 and located in the central Merrill area, it serves approximately 400 students with three to four classrooms per grade level from kindergarten through fifth grade. We are known for our collaborative School-Wide Title I programming, engaging family involvement activities and friendly staff.

Named after the first teacher of the town's original elementary school, Kate Goodrich Elementary School is a vibrant, caring, and nurturing environment where staff, parents and other community members work collaboratively to create an ideal learning atmosphere for all students. The school has a beautiful library, 1:1 ipads, state of the art technology in all classrooms and two large playgrounds. Other features include a beautiful art studio and a large music room, which enable students to fully express their artistic and musical talents. Kate Goodrich staff are progressive in their use of Units of Study to engage students and promote their growth in school. Students benefit from an available school breakfast program.

We focus on working together to build a strong community of learners that meets the physical, social, and academic needs all of the children entrusted to our care. We are a PBIS school. We work to positively support expected behaviors for both students and staff. Staff and students also take pride in serving others through community service projects and classroom activities. We welcome your visit. Come and see for yourself what makes Kate Goodrich such a great school!

Our school motto is:

Make Everyday The Kate Goodrich Way!

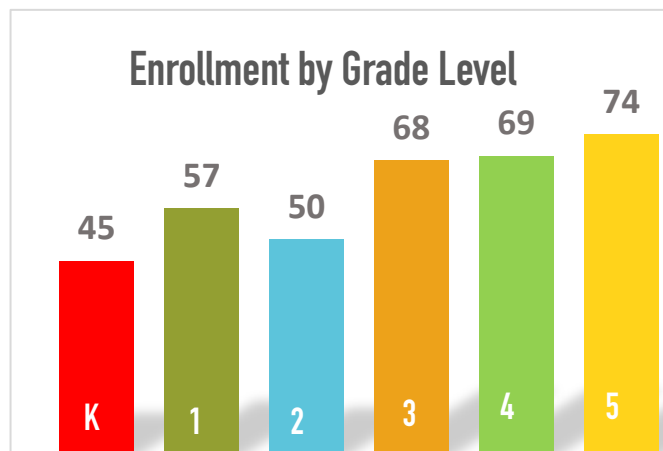
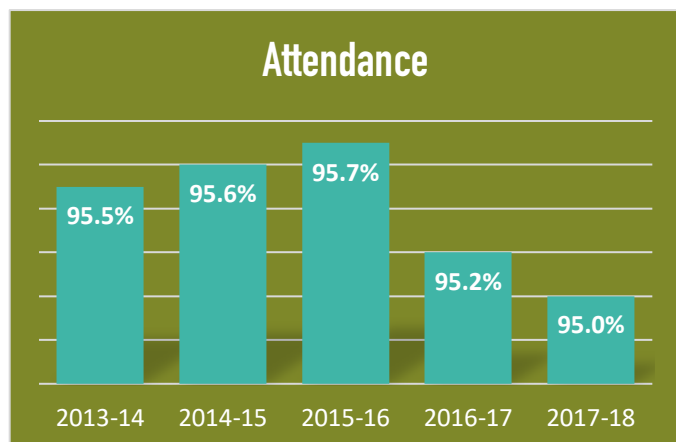
DID YOU KNOW:

- Using a blended learning approach that includes self-directed digital learning in addition to traditional teacher directed learning has served to engage and motivate students in the classroom. All our students have access to their own iPad to help support their learning path.
- Kate Goodrich students and staff have successfully transitioned to a Reader's Workshop approach to literacy instruction. The curriculum adjustment has led to higher levels of student interest and success in reading. Parents have noticed that students are enjoying literature more as they are spending more time reading during the school day. Many other wonderful literacy activities are taking place in classrooms throughout the building. These activities will lead to increased student achievement.
- Math instruction has taken a turn in the curriculum staff use with Kate Goodrich students. As a district, all elementary buildings have implemented a rigorous math curriculum, Engage New York. These math modules, are directly aligned to the common core standards. Each module (unit) provides a variety of strategies to help students solve problems. Through this program, we are enhancing our problem-solving skills and helping students find the best way they can solve the problem. As we close our second year with Engage NY, we have seen increases in our math assessment results.



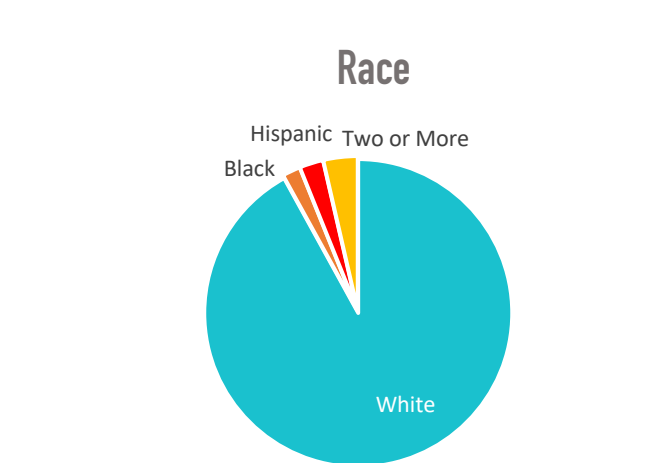
KATE GOODRICH ELEMENTARY

2018-19 PERFORMANCE



Enrollment by Demographic Group

Economic Disadvantaged	201	55.4%
English Language Learners	0	0%
Special Education	84	23.1%



Certified Staff

Number of Teachers	39
% with Advanced Degrees	64.1%
Average Years of Experience	16.3

Staff Data

Administrators	1
Para-educators	8.5
Clerical Staff	1.35
Custodial Staff	2.5
Other	0

FORWARD ASSESSMENT

This table displays the percentage of students who scored proficient or advanced on the WI Forward assessment during the spring 2018 administration.

% Proficient or Advanced	Grade 3	Grade 4	Grade 5
English Lang. Arts	29.7%	23%	51.1%
Math	46.9%	31.1%	48.9%
Science		35.2%	
Social Studies		45.9%	

Maple Grove Elementary School

135594 County Road L, Hamburg, WI 54411

Teaching Principal: Dawn Nonn (715) 536-7684

Maple Grove School, a unique, rural charter school serves students in grades K-5. Our school creates engaging and rich educational experiences for our students that teach character development and foster personal ownership in student learning. Exploratory learning at Maple Grove School addresses topics of community understanding, agriculture, environmental awareness and stewardship. Curriculum covers state standards with a focus on personalized learning.



Maple Grove School's mission strives to develop the whole child through character development to become lifelong learners and engaged community members. Maple Grove aspires to engage all learners through collaborative, hands on, and meaningful learning experiences through community traditions and high expectations.

Maple Grove Charter School was founded on Expeditionary learning principles and continues many of the tenants: character development, community as a resource, hands-on inquiry based learning, and personal ownership of learning through a personalized approach. This includes an outdoor classroom with Wi-Fi, gardening and composting, chickens, maple tree tapping and our School Forest.

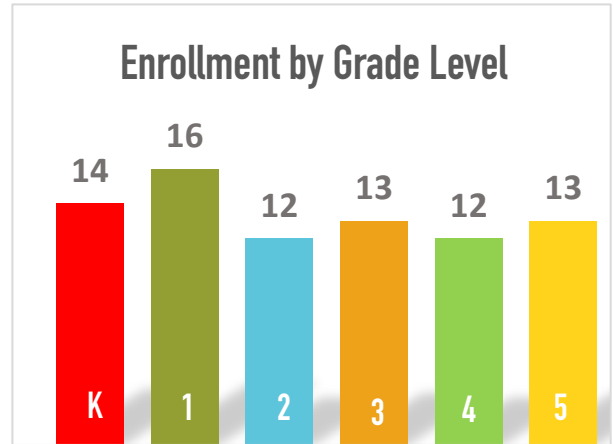
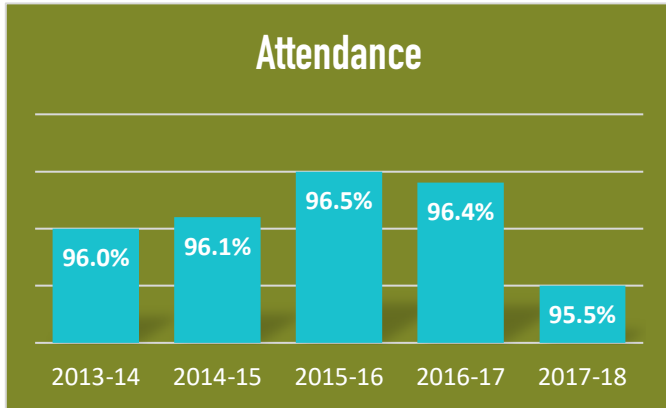
Our character traits, known as CRISP (Craftsmanship, Respect, Integrity, Stewardship, and Perseverance), can be found throughout our building. We celebrate these traits and refer to them throughout our learning experiences.

DID YOU KNOW:

- Built in 1904, Maple Grove School has the unique distinction of being one of the oldest public elementary schools in the nation. It is steeped in a rich history of providing academic excellence, and is a reflection of the commitment of the families in the Hamburg community to their school.
- We have our own 25-acre School Forest with walking trails and gardens
- We offer advanced music and art through our Delta programs.
- 1 to 1 iPad school
- Fromm scholarship for college
- We will celebrate 115 years of educating children in 2019



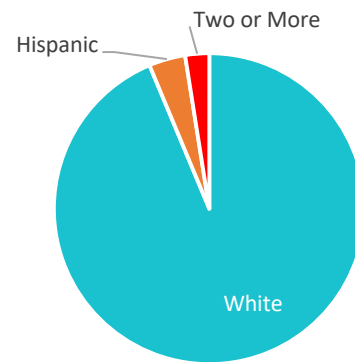
MAPLE GROVE ELEMENTARY 2018-19 PERFORMANCE



Enrollment by Demographic Group

Economic Disadvantaged	26	32.5%
English Language Learners	0	0%
Special Education	6	7.5%

Race



Certified Staff

Number of Teachers	11
% with Advanced Degrees	45.4%
Average Years of Experience	13.2

Staff Data

Administrators	.5
Para-educators	.6
Clerical Staff	1
Custodial Staff	1
Other	0

FORWARD ASSESSMENT

This table displays the percentage of students who scored proficient or advanced on the WI Forward assessment during the spring 2018 administration.

% Proficient or Advanced	Grade 3	Grade 4	Grade 5
English Lang. Arts	7.1%	16.7%	31.3%
Math	14.3%	16.7%	31.3%
Science		41.6%	
Social Studies		41.7%	

Washington Elementary School

1900 East Sixth Street, Merrill, WI 54452

Principal: Trisha Detert (715) 536-2373

Located at 1900 E 6th Street, on the east side of Merrill, students from Gleason, Pine River and the city of Merrill all attend Washington Elementary School. The school has a diverse population of approximately 300 students, including many English as a Second Language students.

At Washington Elementary, education starts by establishing a positive relationship with children and their families. Washington's "School Families" activities and "Positive Behavior and Intervention Support" discipline system are some examples of the school's student-centered focus.



Personalized learning is the new norm at Washington, we are meeting our learners at their level academically and creating a personalized learning plan for them. Washington is fortunate to have iPads in the hands of every learner, they are able to become content creators instead of just consumers.

Conservation, environmental awareness and compassion for others are also incorporated into the Washington curriculum. Students recycle paper, turn food scraps into compost and participate in "green" activities throughout the year. The school even has an outdoor classroom, which staff members use to promote science and environmental care. In addition, food drives for the local food pantry and fundraisers to support UNICEF, the Juvenile Diabetes Foundation and local disaster

relief efforts are led by both students and teachers.

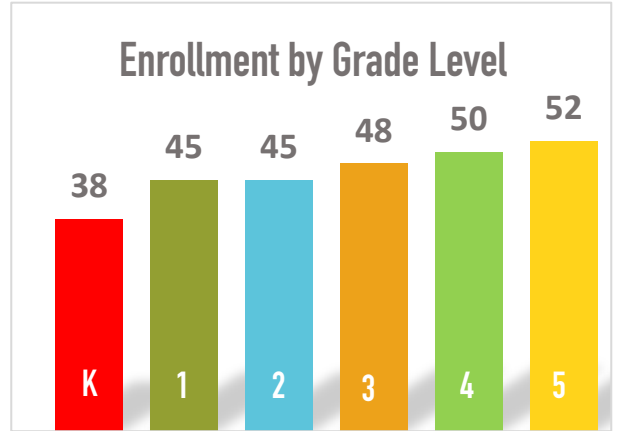
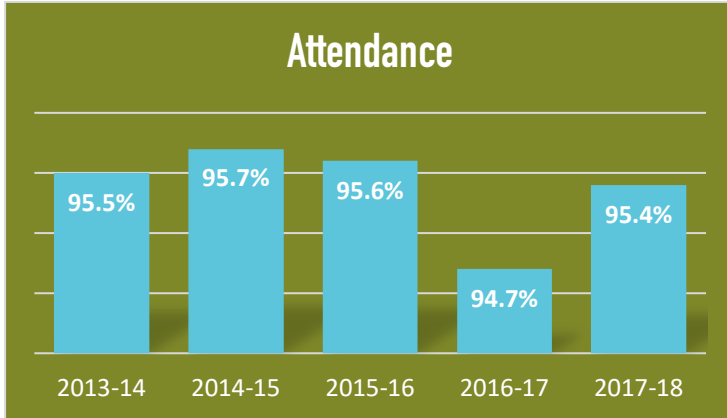
The Washington PTO promotes family involvement through special events such as the Aloha Hop, Bingo Night, Secret Santa and Family Fun Day at the school forest.

DID YOU KNOW:

- Washington has an amazing MakerSpace where students are encouraged to use their creativity and talents in all things STEM.
- Washington is the district magnet school for Hispanic families.
- Washington has a "Green Team" which has organized projects such as the outdoor classroom, community garden, and earth day activities.

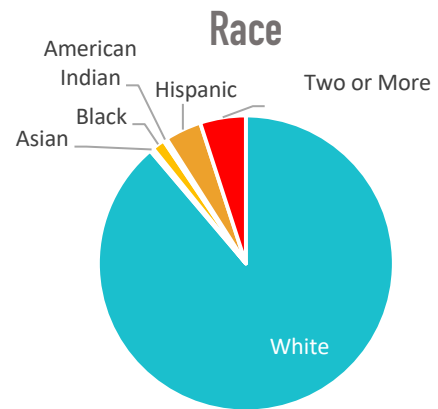


WASHINGTON ELEMENTARY 2018-19 PERFORMANCE



Enrollment by Demographic Group

Economic Disadvantaged	136	48.9%
English Language Learners	5	1.8%
Special Education	59	21.2%



Certified Staff

Number of Teachers	25
% with Advanced Degrees	72.0%
Average Years of Experience	20.6

Staff Data

Administrators	1
Para-educators	8.5
Clerical Staff	1
Custodial Staff	1.625
Other	0

FORWARD ASSESSMENT

This table displays the percentage of students who scored proficient or advanced on the WI Forward assessment during the spring 2018 administration.

% Proficient or Advanced	Grade 3	Grade 4	Grade 5
English Lang. Arts	48%	67.4%	33.3%
Math	60%	46.8%	44.5%
Science		65.3%	
Social Studies		69.6%	

Prairie River Middle School

106 North Polk Street, Merrill, WI 54452

Principal: Ryan Martinovici Associate Principal: Mark Seaman

Phone: (715) 536-2373

PRMS has a one-to-one learning environment, and is developing a more personalized, tailor-made learning environment for our students. Our highly qualified instructional staff members understand the importance of motivating and engaging our learners in order to develop independent thinkers.



Prairie River Middle School (PRMS) has evolved from a high school (1922-1997) into a true middle school that places students into smaller learning communities or teams. Our 6th grade students work with dynamic two or three teacher teams so as to know and understand the student. Meanwhile, our 7th and 8th grade students work collaboratively, typically on a four-teacher content-specific team, often looping students for two years.

Our approach with students incorporates restorative practices in order to create and enhance positive relationships. We develop the whole child via morning meeting activities on a routine basis and have academic intervention time built into the regular school day in order to meet student needs.

Meanwhile, PRMS academics focuses on research based best practices. We are confident that the Prairie River Middle School experience will inspire all students to excel in academics and citizenship. In closing, we encourage your family to take the journey with us!

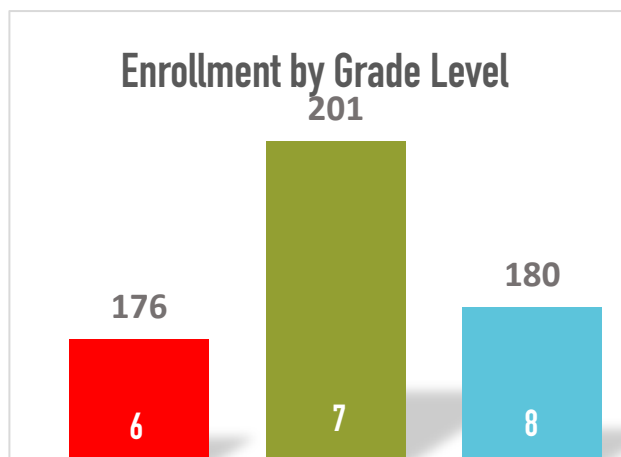
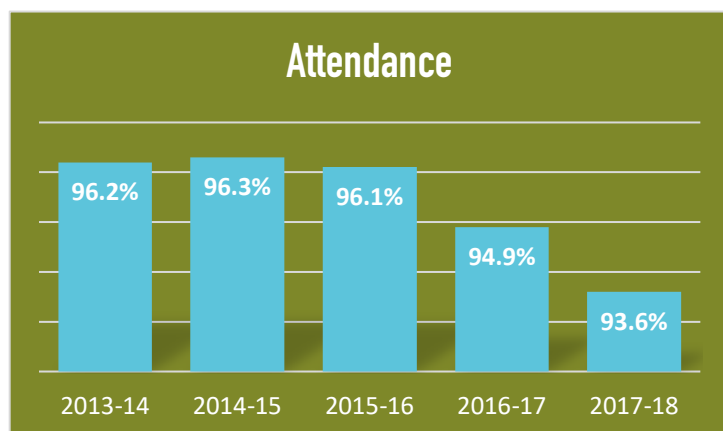
DID YOU KNOW?

- The middle school is the first time when all of the students in the district come together.
- Most PRMS students are involved in multiple co-curricular activities.



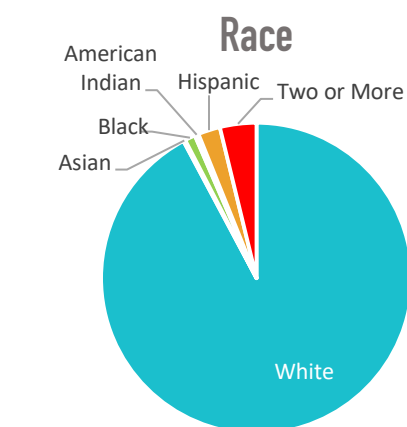
PRAIRIE RIVER MIDDLE SCHOOL

2018-19 PERFORMANCE



Enrollment by Demographic Group

Economic Disadvantaged	250	44.9%
English Language Learners	>5	0.5%
Special Education	121	21.7%



Certified Staff

Number of Teachers	45
% with Advanced Degrees	51.1%
Average Years of Experience	15.7

Staff Data

Administrators	2
Para-educators	8
Clerical Staff	4
Custodial Staff	4.5
Other (lunch room supervisors)	3

FORWARD ASSESSMENT

This table displays the percentage of students who scored proficient or advanced on the WI Forward assessment during the spring 2018 administration.

% Proficient or Advanced	Grade 6	Grade 7	Grade 8
English Lang. Arts	38.7%	29.5%	28.2%
Math	38.2%	30.0%	33.8%
Science			41.5%
Social Studies			40.6%

Merrill High School

1201 North Sales Street, Merrill, WI 54452

Principal: Shannon Murray Associate Principal: Brad Potter

Phone: (715) 536-4594

Merrill High School provides a fantastic environment in which to learn, work and grow. It is large enough to offer a comprehensive, rigorous curriculum that meets the diverse needs of all of its students, and small enough to allow learners to build relationships they will value for a lifetime.

Merrill offers demanding core academic classes, a strong vocational and technical education program and a wealth of extracurricular activities. Additional instructional opportunities in the areas of technology, world languages and online learning are also available to students.

All MHS students make up the Blue Jay community and have the opportunity to take part in a variety of outstanding activities, organizations, and teams. Whether they take part in the National Honor Society, Mock Trial, Skills USA or the Fishing Team, or enjoy a state-level competition with the Marching Jays or one of our Wisconsin Interscholastic Athletic Association teams, students have the chance to excel in a wide array of areas.



Throughout their time at MHS, students acquire all the knowledge and skills necessary for college and careers and participate in a variety of academic and career planning activities to prepare them for life after high school. Our progressive Flex Period provides students with choice in their learning and a myriad of interventions and enrichment activities on a daily basis, while our 1-to-1 technology program encourages innovation with students and staff and supports “any time, any where” learning opportunities.

We encourage you to take advantage of everything that MHS has to offer and invite you to discover for yourself what makes Merrill High School a great place to learn, work and grow.

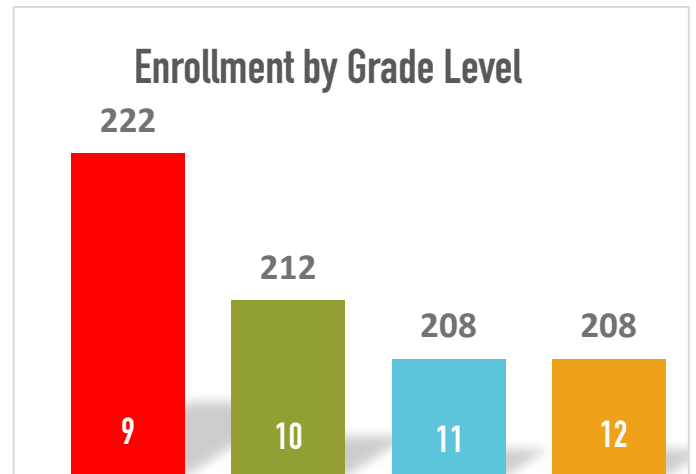
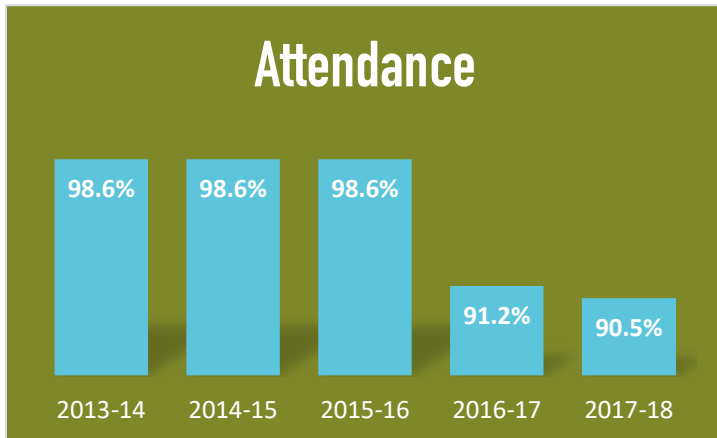
Did you know:

- At Merrill High School we believe it is important to provide opportunities for students to get a jump start on their post-secondary education by offering college credit earning options such as Advanced Placement (AP) courses, in-house Dual Credit courses through local colleges and universities, on-site contracted college courses, Youth and Course Options, and by offering UW college English 101 and 102 on our campus. During the 2018-19 school year, 487 MHS students participated in these courses and programs.

- Career awareness and readiness are a big part of the philosophy of MHS as well. Students at Merrill High School are encouraged to participate in a variety of Youth Apprenticeship, Co-op, and Employability Skills certificate programs so that they can experience first-hand their fields of interest, can develop meaningful skills and knowledge in their field, and can make themselves more employable and marketable upon graduation. During the 2018-19 school year, 119 MHS juniors and seniors participated in a state approved apprenticeship, co-op, or career certificate program.

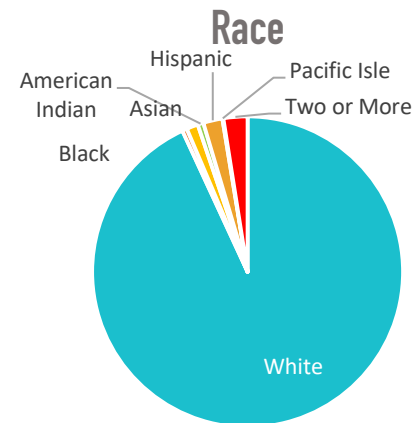


MERRILL HIGH SCHOOL 2018-19 PERFORMANCE



Enrollment by Demographic Group

Economic Disadvantaged	336	39.5%
English Language Learners	>5	0.5%
Special Education	141	16.6%



Certified Staff

Number of Teachers	58
% with Advanced Degrees	51.7%
Average Years of Experience	14.9

Staff Data

Administrators	2.5
Para-educators	10
Clerical Staff	6
Custodial Staff	7
Other	0

State Assessment

WI Forward Exam

% of students who scored proficient or advanced (Spring, 2018)

Grade	Soc. St.
Gr. 10	42.9%

ACT Aspire Exam

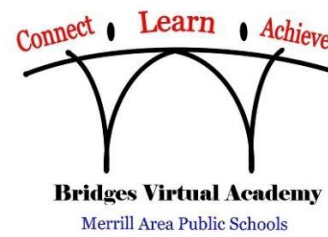
% of 9th and 10th grade students who met or exceeded the College and Career Readiness Benchmarks. (Spring, 2018)

Grade	English	Math	Writing	Science	Reading
Gr. 9	45.8%	38.3%	%	32.8%	25.4%
Gr. 10	54.0%	35.4%	%	33.1%	24.6%

BRIDGES VIRTUAL ACADEMY

1201 North Sales Street
Merrill, WI 54452

Executive Director: John Hagemeister
844-274-3437 (844-BRIDGES)



Bridges Virtual Academy (BVA) is committed to providing students innovative and high quality personalized, virtual instructional. Individualized Learning Plans (ILP) are created for each student providing them with a clear instructional path specific to their unique needs. This instructional path pairs students with our various program offerings after taking into consideration each student's learning style, ability and personal preferences at their grade level. Throughout the school year, we provide an array of educational and social opportunities for students, staff and parents to interact in or near their local area. All BVA students have the opportunity to utilize and explore the use of a wide range of technology and online resources to support instruction. The use of technology is paramount in our instructional delivery. With the critical importance our staff places on the development of relationships with students and families, and our overarching focus on developing independent learners, we truly have a learning environment where students can *Connect. Learn. & Achieve.*

Mission: The mission of Bridges Virtual Academy is to provide a personalized, virtual education program that develops students into skilled, independent learners.

The vision:

Bridges Virtual Academy develops students into skilled, independent learners by...

- Utilizing innovative instructional processes
- Maximizing learning opportunities available to each student
- Fostering supportive and collaborative relationships with parents for student success
- Creating community connections within the school and locally
- Supporting a variety of academic enrichment activities
- Effectively using technology
- Customizing resources to fit the unique needs of the student



Our Values/Collective Commitments:

We will create an Individualized Learning Plan (ILP) for each student. During this process, teachers work with students and parents to develop the educational plan, with consideration of the individual student's academic level, learning style and needs.

Personalization: We will provide multiple learning pathways for students and a structure that allows for differentiation and increased depth of knowledge in all curricular areas, enabling students to explore and participate in unique learning opportunities.

Student Excellence: We will personalization instruction in order to allow students to achieve and demonstrate deeper learning, increased academic achievement and continued development as independent learners.

Professional Commitment: We are committed to a culture of continuous improvement and professional development of our staff, we work to *provide* innovative academic instruction, to *create* relationships, to *ensure* access to technological tools and to *support* individualized academic enrichment.

A Culture of Partnership: We are committed to creating connections for students with teachers, parents and the community to engage a foundation of support in the educational process. We value and support students in the building of relationships that expand individuals. The commitment of the community in the educational process directly increases the success of the student.

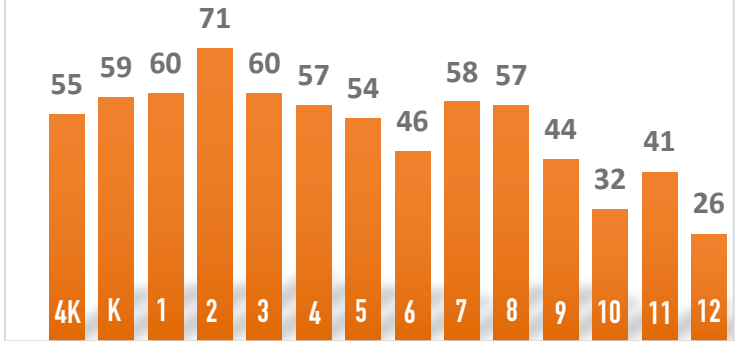
Over 700 students throughout the State of Wisconsin were enrolled in 2018-19. As we move into our eighth year as a charter school, we stand proud of our unique instructional model. BVA ranks as one of the top performing virtual schools each year, based on the Wisconsin Department of Public Instruction annual *School Report Card*. While this is an achievement we are proud of and continually strive for, the primary reason for our continued success is the partnerships we have with our families. BVA is a unique and innovative school geared toward students and families that are interested in seeking the same values, goals and results for their students accessible from the home. Based on our District's annual Parent Satisfaction Survey, our families are consistently satisfied with the level of growth they see in their students each year and with our school operations in general. If you have any interest in, or questions about Bridges Virtual Academy, please contact us at 844.BRIDGES or visit our website at www.bridgesvirtualacademy.com

BRIDGES VIRTUAL ACADEMY 2018-19 PERFORMANCE

Attendance

NA	NA	NA	NA	NA
2013-14	2014-15	2015-16	2016-17	2017-18

Enrollment by Grade Level



Enrollment by Demographic Group

Economic Disadvantaged	236	32.8%
English Language Learners	0	0%
Special Education	15	2.1%

Certified Staff

Number of Teachers

34

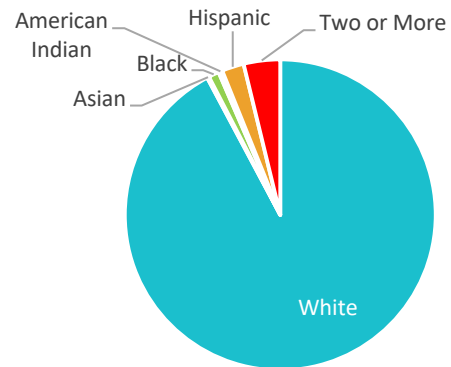
% with Advanced Degrees

61.8%

Average Years of Experience

9.8

Race



Other Staff Data

Administrators	1
Para-educators	0
Clerical Staff	2
Custodial Staff	0
Other	.66

State Assessment

WI Forward Exam

% of students who scored proficient or advanced (Spring, 2018)

Subject	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10
ELA	38.4%	33.4%	30.2%	44.6%	39.6%	34%	
Math	30.0%	26.6%	18.9%	25.0%	24.1%	17.0%	
Science		36.6%				39.6%	
Social St.		36.7%				45.3%	47.1%

ACT Aspire Exam

% of 9th and 10th grade students who met or exceeded the College and Career Readiness Benchmarks. (Spring 2018)

Grade	ELA	Math	Writing	Science	Reading
Gr. 9	48.5%	15.1%		27.3%	36.4%
Gr. 10	67.7%	23.6%		41.2%	47.1%

Merrill School Forest

N4740 Highway 107, Merrill, WI 54452

School Forest Director: Russ Noland (715) 536-8248

The Merrill School Forest is owned and operated by the Merrill Area Public School District. The school forest includes 764+ acres of forest, prairie, and wetland habitats, most of which has been given to the school district as a gift by William Evjue, an 1899 Merrill graduate whose father was a lumber scaler in Merrill. Currently there are over 10 miles of maintained logging trails which double as hiking and cross-country ski trails. The school forest has a 20-year forest maintenance plan, and is logged with the assistance and guidance of local DNR foresters. The money earned from logging sales helps purchase skis, snowshoes, and other major purchases to support district curriculum and other student-driven learning opportunities.



In 2018-2019, approximately 2932 students, 375 parents, 239 teachers, 130 summer camp students and 900+ guests visited the school forest. Many classes stayed overnight with their teacher.

The mission of the school forest, in alignment with the goals of environmental education, is to help students become environmentally knowledgeable, skilled, dedicated citizens who are willing to work, individually and collectively, toward achieving and maintaining a dynamic equilibrium between the quality of life and the quality of the environment.

At the Forest, We Believe That...

- Environmental education should be infused into all subjects and activities.
- Students should be instilled with an increasing awareness, knowledge, attitude, value, and participation (citizen action skills) for the environment and its resources.
- Learning is provided through direct hands-on experiences.
- Planned experiences and teachable moments are part of an environmental education program.
- Problem-solving and other critical thinking skills are developed in an environmental education experience.
- Each student will have opportunities to be physically and mentally challenged to develop, grow, and to achieve.
- Environmental education should be a continuous lifelong process, beginning at the preschool level and continuing through all stages of a person's life.



Special Education – Pupil Services

Special Education/Pupil Services Director: Karen Baker

MAPS special education teachers engage students by creating a learning environment which fosters academic growth through exposure to co-taught classrooms as well as a “Push In” model exposing the majority of students to grade-level curriculum with supports and/or re-teaching within a smaller environment. The Special Education Department of Merrill Area Public Schools currently employs 8 speech/language clinicians, 34 special education teachers, 3 psychologists 1 Occupational Therapist, and 1 Physical Therapist.

Service areas offered by the department include, but are not limited to, Specific Learning Disabilities (SLD), Emotional Behavior Disorders (EBD), Intellectual Disabilities (may include Autism), (ID), Speech/Language (S/L), Significant Developmental Delays (SDD), and Other Health Impairments (OHI).



PRIMARY DISABILITY	2018-19
Autism (A)	42
Intellectually Disabled (ID)	33
Emotional Behavioral Disability (EBD)	53
Hearing Impaired (H)	3
Other Health Impaired (OHI)	88
Significant Developmental Delay (SDD)	38
Specific Learning Disabilities (SLD)	199
Speech or Language Impaired (SL)	119
TOTALS	575

Merrill Area Public Schools is also home to the Northern Achievement Center (NAC) which provides an alternative placement for special education students experiencing behavioral challenges. which seriously impedes learning in the building special education environment. The program consists of two levels, one designed to meet the needs of students in grades Kindergarten through fifth grade and the other designed for students from sixth grade through high school. NAC’s vision is to provide students with the tools necessary to successfully transition back to the programming offered by their resident district.

Special Education – Pupil Services (cont.)

Speech/Language clinicians remain current through ongoing training and professional development in order to best serve students with speech and communicative disorders. Each clinician maintains membership status in the American Speech-Language-Hearing Association (ASHA) and continues to remain active within their professional organization.

The school psychologists at MAPS also attend professional conferences and training sessions to continually improve the services they provide to students and staff. All three psychologists belong to their own professional organization, the Wisconsin School Psychologists Association, Inc. (WSPA).

Our MAPS School Counselors follow the American School Counselor Association (ASCA) Model. School counselors provide classroom lessons as well as direct services to students individually and in small groups. They advise students on academic and career planning to ensure that each student is career and college ready upon graduation. They have “Jay Talks” conferences between students, parents and counselors, which focus on students’ current talents, interests and educational/career development goals. These conferences are designed to ensure success for every student and take place at the elementary, middle school and high school buildings. This information is used to provide parents with the knowledge and skills necessary to be actively involved in their child’s education and career planning, and informs school personnel about what is needed to successfully meet students’ educational needs. All seven of the school counselors belong to either the American School Counseling Association (ASCA), or the Wisconsin School Counseling Association (WSCA).

Merrill Area Public Schools partners with area mental health providers to support student access to mental health services. This allows a student to receive services without being absent and/or a parent needing to transport their student to an appointment. Providers, parents, and students greatly value this opportunity.

School Health Services are provided through an ongoing partnership with the Lincoln County Health Department. Administration/consultation health services, preventative health services, and delegation and training services are also provided along with direct student services.



Curriculum, Instruction and Assessment

Director of Curriculum and Instruction: Glenda Oginski

The Merrill Area Public Schools continue to be a leader in providing a content-rich, well-rounded education for our students. We are committed to preparing all students for college and career by providing a rigorous and relevant curriculum, which is designed to meet the needs of all students.

Because of a core belief to reach every student, every time, all the time, we embrace the principles of personalized learning. This includes careful lesson design, assessment information to drive instruction, student voice and choice in the classroom, meaningful integration of 1-to-1 instructional technology to engage students, not to mention timely feedback to students about their learning and progress along with collaborative goal setting.

Learning is a collaborative responsibility of all stakeholders and every student has the right to learn. Meaningful learning happens in responsive environments where learners are engaged, students bring strengths and experiences to learning, and purposeful assessment drives instruction and affects learning.

Curriculum

Teachers play a critical role in the design of curricular plans that provide clear learning targets and common assessments in order to determine and prepare daily instruction.

The MAPS curriculum is developed in a unit design format and is published online. However, curriculum development teams revise and update curriculum regularly, always seeking continuous improvement. Parents can easily see what students must know and be able to do at each level.

The MAPS curriculum is standards-based, rigorous, age-appropriate and relevant to the learning needs of students in the 21st century. Our curriculum development process focuses on establishing Enduring Understandings, Essential Questions, Learning Targets and Common Assessments.

Instruction

MAPS provides a responsive education for each student. Principals and teacher leaders meet regularly in collaborative meetings to analyze student achievement data in relation to student growth over time.

Instruction is differentiated to meet the needs of students at all levels of learning. When students are not progressing as well as expected, despite instructional differentiation in the classroom, we have a process that brings a team together to collaborate and plan interventions. This individual planning is part of our district-wide Response to Intervention (RtI) process.

Instruction must be engaging and motivational. Personal connections should be made between the curriculum and instruction to help our students be motivated to learn and feel valued as a person, not to mention feel like a member of the group. Goal setting is part of this process because it helps students understand what they can do and where they can go.

Curriculum, Instruction and Assessment (cont.)

Effective in the 2017-2018 school year, MAPS will have highly trained instructional coaches at the elementary level. These are critical positions in the transformation of the District to a learner centered environment that supports student achievement. To ensure growth of all students, instructional coaches will assist teachers in using data to guide learning, provide

support in implementing best instructional practice, support classroom strategies to promote growth in personalized learning, and provide secondary support of iPad and app use from an instructional design purpose.

Assessment

The Merrill Area Public Schools utilizes classroom assessments, grade or course common assessments, benchmark assessments, the MAP (Measures of Academic Progress) assessment and state exams. All are standards-based and each type of assessment provides information about the attainment of proficiency in both content knowledge and skills.

Quality assessment impacts students' motivation for learning and improves instruction. The teaching & learning interaction is informed by both formative and summative assessment.

Formative assessment is a planned process in which assessments are used by teachers to adjust and guide their ongoing instructional procedures and by students to adjust their current learning tactics. Formative assessment is evidence used for learning.

Summative assessments are found at the classroom, district and state level and are used for grades and for accountability. The information gathered from summative assessments is evaluative and is used to assess standards-based proficiency. Summative assessments can show both growth and achievement. Summative assessment is evidence of learning in the classroom.



Merrill Area Public School District

Technology Department

2018-2019

1111 North Sales Street Merrill, WI 54452

The Merrill Area Public School District Technology Department provides technical and instructional technology support to over 2,900 students and staff and services over 3,700 total devices. Our mission aligns with that of the MAPS District. In partnership with our community and families, we are committed to providing the best education for every student in a safe environment. We take pride in the fact that the Merrill Area Public School District offers 1:1 iPad technology to all kindergarten through twelfth grade students and both a MacBook Air and iPad to all certified staff. In addition to technical equipment, the MAPS Technology Department strives to provide ongoing instructional technology related professional development to all MAPS employees. Utilizing technology as a learning tool to redefine learning, versus using for substitution purposes, personalizes learning and promotes higher-level thinking. MAPS also incorporates digital citizenship skills into K-12 instruction to educate students about appropriate technology use. Thank you for your continued support!



DID YOU KNOW:



- Next year, all K-12 students and staff will have new 6th Generation iPads with Apple Pencil capability.
- The MAPS Fab Lab is up and running. Courses developed around the design thinking process will be offered to high school students.

STAFF DATA (2018-2019)		
Director of Technology Integration	1	9%
Technical Members	6	55%
Instructional Technology Members	4	36%

Technology Department District Rating (5 Point Scale)	
Accessibility	4.53
Accuracy	4.6
Attitude	4.47
Operations	4.53
Timeliness	4.53

TOTAL IPADS - 2,700		
No Damage Reported	2325	86%
In House Repairs	215	57%
Apple Warranty	2	.5%
Lost / Not Able to Repair	29	8%
Outsourced Repairs	66	18%

TOTAL MACBOOK AIRS - 300		
No Damage Reported	296	99%
In House Repairs	3	75%
Apple Warranty	0	0%
Lost / Not Able to Repair	1	25%
Outsourced Repairs	0	0%

TOTAL ADDITIONAL EQUIPMENT	
PK -12 PC Labs	16
PK-12 Mac Labs	1
Windows Computers	700
Chromebooks	0
Printers/Copiers	53

New Teacher Technology Training: The skills covered today were beneficial to you.	
Strongly Agree	64%
Agree	27%
Somewhat	9%
Disagree	0%
Strongly Disagree	0%

Tickets are solved in a timely fashion.	
Strongly Agree	80%
Agree	13%
Somewhat	4%
Disagree	2%
Strongly Disagree	1%

The technician's attitude was polite, understanding, and helpful when completing the ticket.	
Strongly Agree	86%
Agree	13%
Somewhat	0%
Disagree	0%
Strongly Disagree	1%

Library Technology Specialist Report

Team Members:

Lindsay Doescher, Marcella Cordova, Anna Julson, Paula Norman & Chris Ranker

Staff Collaboration Statistics	
K-12 Staff Collaborations (Co-Teaching, Instructional Coaching, & Professional Development)	720 hours

District Circulation Statistics (July 1, 2018 - May 31, 2019)	
K-12 Library Materials Circulations	73,136 checkouts
K-12 Ebook/Digital Audiobook/Digital Magazine Circulations	2,271 checkouts
K-12 Equipment Checkouts (via library catalog)	2,802 checkouts
9-12 Textbook Checkouts (via library catalog)	1,736 checkouts

District Database Statistics (July 1, 2018 - May 31, 2019)	
School Research Database Totals (BadgerLink, PebbleGo, SIRS Knowledge Source, Facts on File, and Gale databases)	29,758 combined search sessions

Program Highlights

- Makerspaces are up and running in all 4 elementary school buildings. Over the summer of 2018, supplies were ordered and the spaces were organized at 3 of the buildings. This resource/space will continue to evolve and grow.
- Washington and Jefferson school libraries were weeded and the circulation age went up four years at each building.
- During the 2018-2019 school year, Prairie River Middle gained access to over 889 materials which were purchased with common school funds. (These materials included: new/ replacement books, ebooks, magazines, green screens, etc.).
- Each Library Technology Specialist successfully planned and completed an iPad collection and deployment to all students and staff at each of their buildings.
- Each LTS was SmartBoard Certified in December 2018.
- All MAPS Students will be able to access the thousands of materials available through the WSDLC (Wisconsin Schools Digital Library Consortium) beginning during the 2019 summer months.
- Marcy Cordova, Lindsay Doescher, Paula Norman and Chris Ranker will be presenting a variety of topics under the theme "Everyone Can Create" at Let's GO-WI this summer
- Our very own Paula Norman will be attending the Apple Learning Academy in Chicago July 14th-19th.
- Each LTS ran a Titlewise Collection Analysis and completed a thorough inventory of each section of their library in order to improve age and to plan for next year's Common School Fund allocations.

PARTICIPATION NUMBERS 18-19

Accelerated Art	17
Baseball – Boys	37
Basketball – Boys	37
Basketball – Girls	31
Band	74
Bowling Club	10
Color Guard	4
Cross Country	33
Cheer Team	15
Dance Team	17
FFA	70
Football–Freshman	29
Football	46
Golf – Boys	13
Hockey – Boys	14
Hockey – Girls	3
Lead	71
Link Leader	57
Math League	14
Play – fall	31
Ski Club	17
Soccer – Boys	37
Soccer – Girls	37
Softball	34
Spanish Trip	16
Swim Team – Girls	18
Tennis – Girls	27
Track – Boys	37
Track – Girls	26
Trap Team	32
Volleyball	33
Wrestling	34

ACT TESTING RESULTS

This chart shows the selected year's average scores for students taking the ACT exam administered state-wide to all students in grade 11.

SCHOOL YEAR	TOTAL ENROLL GRADE 11	NUMBER TESTED	PERCENTAGE TESTED	AVG SCORE (COMPOSITE)
2017-2018	240	224	93.3%	19.4
2016-2017	251	234	93.2%	19.5
2015-2016	263	238	90.5%	20.2
2014-2015	272	116	42.6%	22.3

ADVANCED PLACEMENT TESTING 2017-18

The Advanced Placement (AP) test is designed by the College Board of Princeton, New Jersey. The programing allows 9th through 12th graders to earn college credit while still in high school.

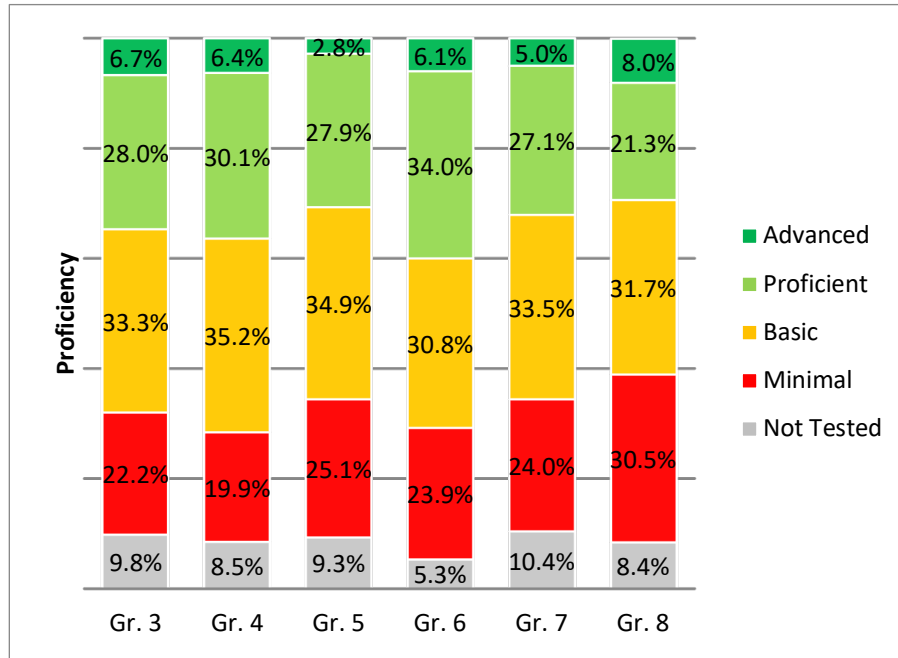
SUBJECT	NUMBER TESTED	% OF STUDENTS WITH 3 OR BETTER
Calculus AB	9	87.5%
English Lang/Composition	32	56.3%
English Literature/Composition	13	53.8%
Human Geography	19	73.7%
Physics 1	10	30.0%
Psychology	38	89.5%
Statistics	<5	NA
Studio Art (drawing)	<5	NA
US Government & Politics	19	47.4%



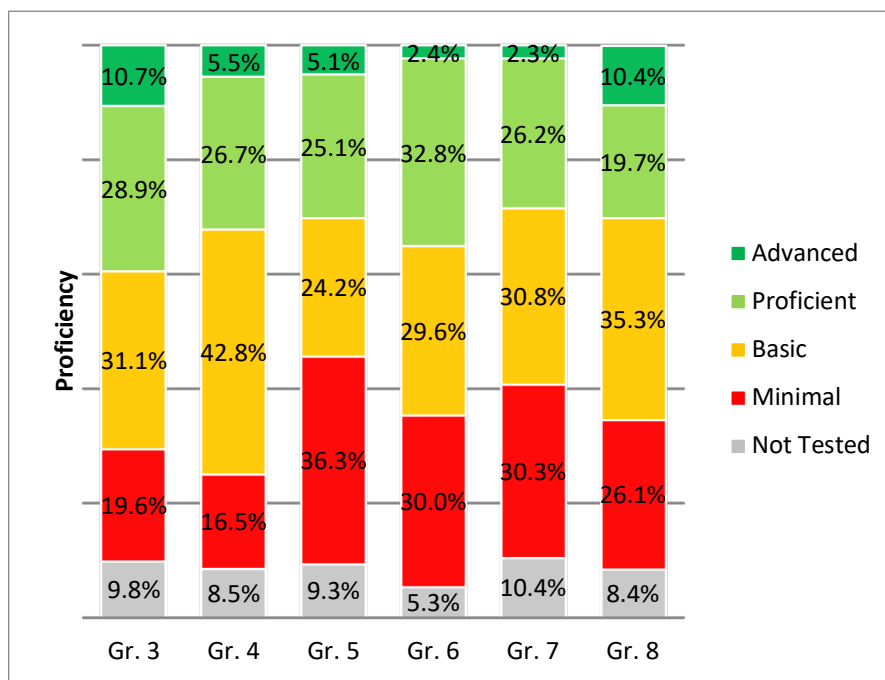
WISCONSIN FORWARD ASSESSMENT RESULTS – SPRING 2017-18

Proficiency by Grade Level

English Language Arts

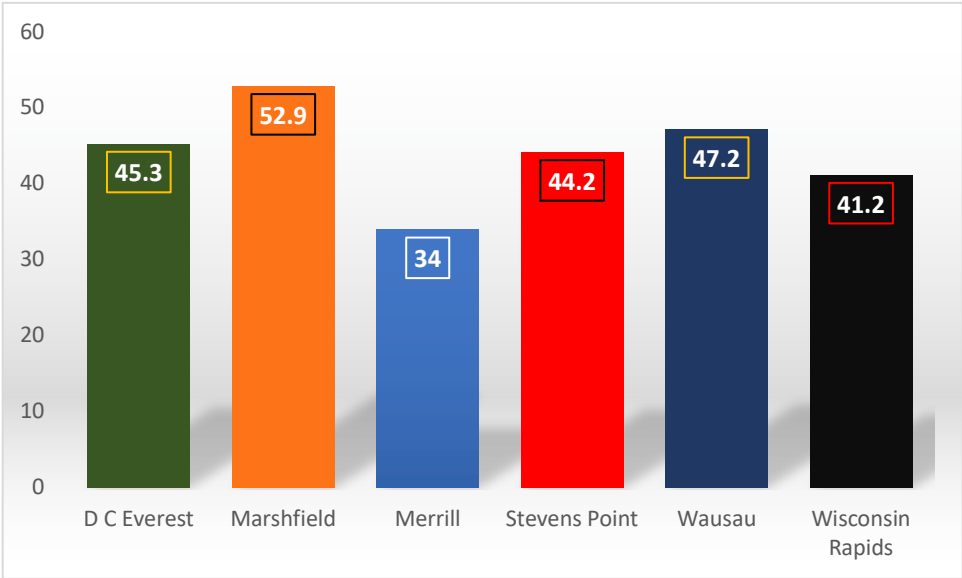


Math

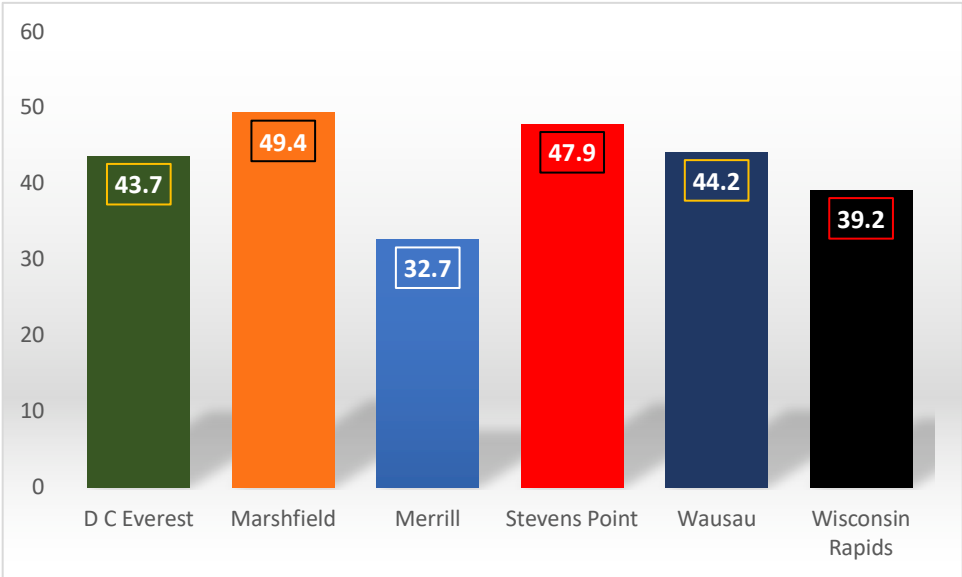


WISCONSIN FORWARD ASSESSMENT COMPARABLE PERFORMANCE
WISCONSIN VALLEY CONFERENCE DISTRICTS 2017-2018

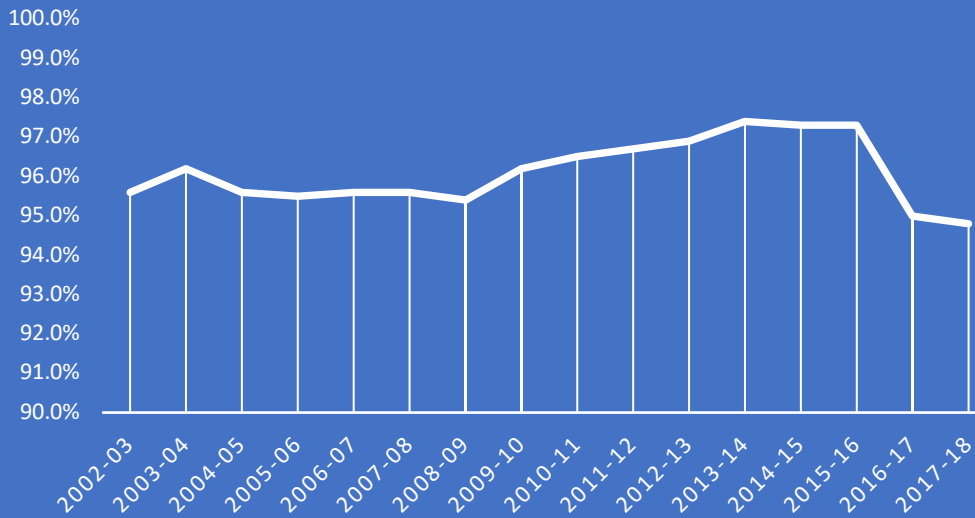
ENGLISH LANGUAGE ARTS RESULTS



MATH RESULTS

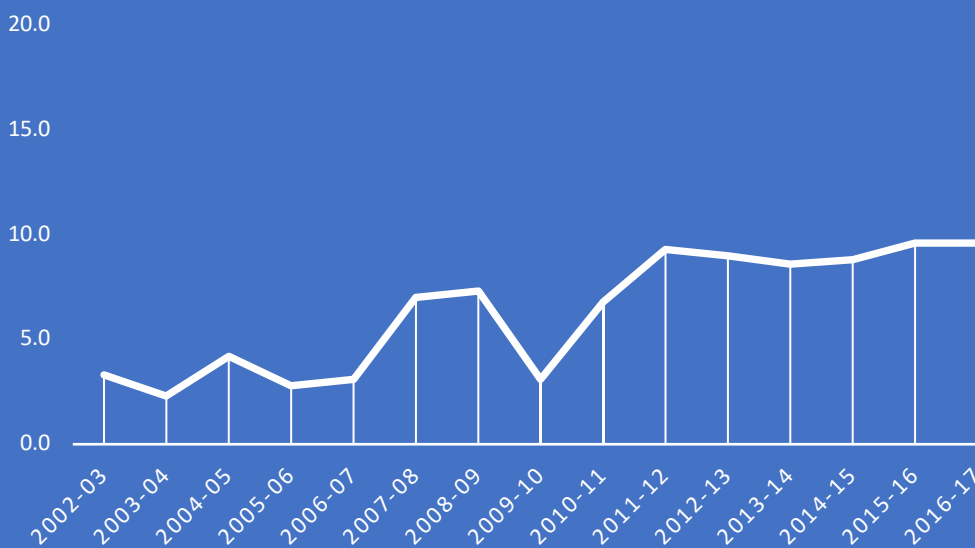


ATTENDANCE HISTORY



Attendance is face-to-face instructional contact between a student and a teacher. It is collected for the entire school year. The attendance rate is actual days of attendance divided by possible days of attendance, expressed as a percentage. The smallest reportable unit of attendance is one-half day.

TRUANCY HISTORY



A habitual truant is defined by Wisconsin state statute as a student who is absent from school without an acceptable excuse for part or all of five or more days on which school is held during a semester. Habitual truancy is reported for grades K-12. The rate is the number of truants divided by the K-12 enrollment, counted on the third Friday in September.

2018-2019 Maintenance Projects

Director of Buildings and Grounds: Dale Bergman

Merrill High School

- Asphalt sealcoating
- Security camera updates
- Roofing updates
- Egress lighting updates
- Window film
- FAB Lab creation

Maple Grove

- Misc. painting
- Security cameras
- Window film

Prairie River Middle School

- Clean pool tiles
- Replace pool HVAC system
- Crack sealing
- Re-line volleyball courts
- Window film
- Flooring updates

Jefferson

- Crack sealing
- Egress lighting
- Security cameras
- Secure entrances
- Window film

Washington

- Painting updates
- Security camera upgrades
- Lighting updates
- Secure entrance
- Window film

Pine River

- Septic system repair
- Crack sealing
- Secure entrances
- Flooring and lighting updates
- Window film

Kate Goodrich

- Security camera upgrades
- Crack sealing
- Window film

Central Administration Office/Maintenance

- Crack sealing
- Update forklift
- Office updates
- Ceiling repairs

District wide

- Lawn repairs - reseeding

School Forest

- Landscaping

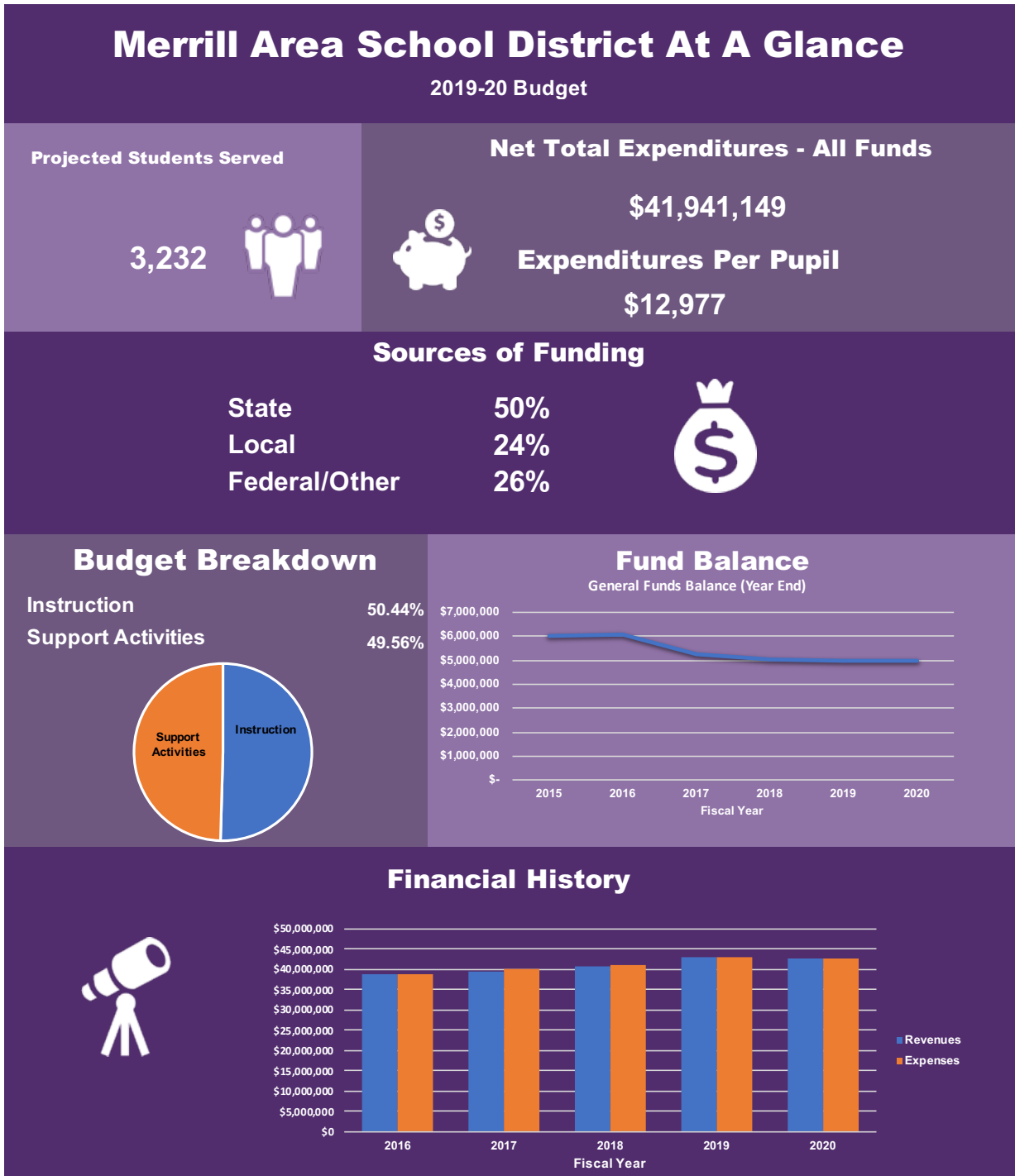
Merrill Area Public Schools

Student Achievement * Community Partnerships * Future Success

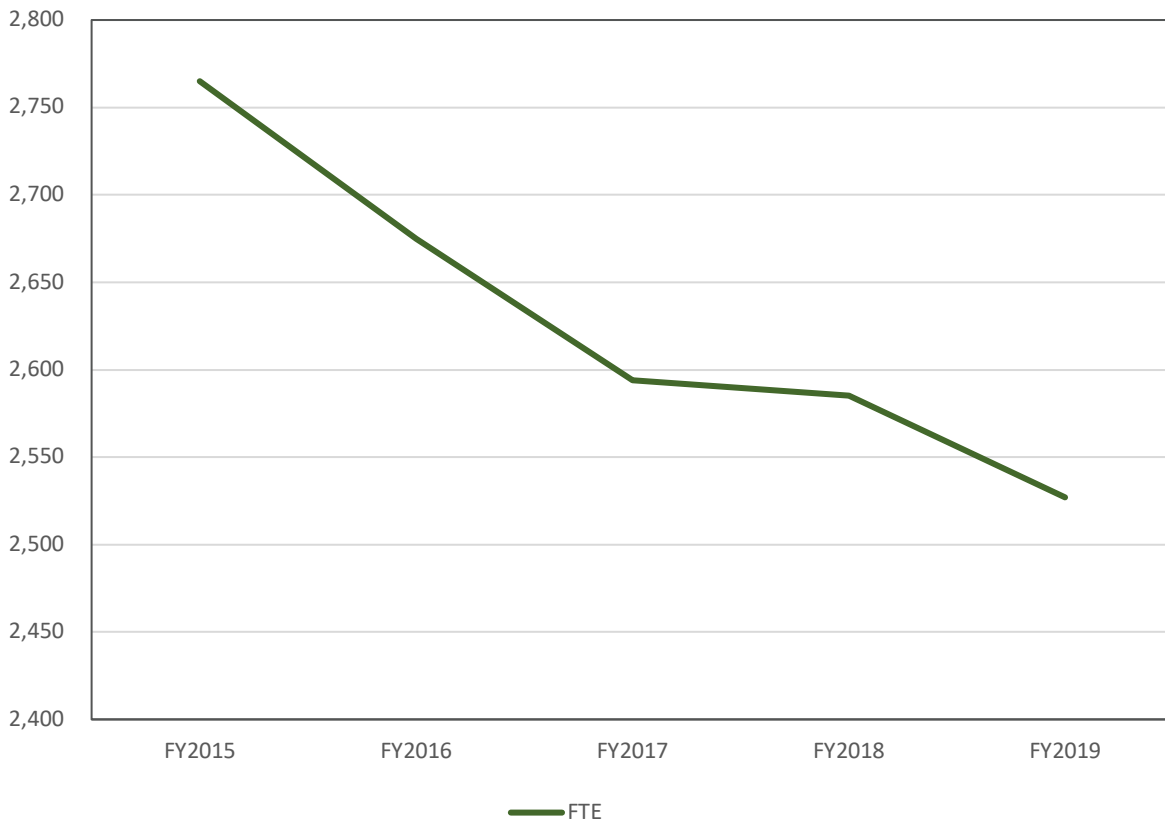


2019-20 Annual Budget Report

The following facts are presented to give community members a breakdown of key budget-related information.



Full Time Equivalent | September FTE



As in many Wisconsin school districts, enrollment in the Merrill Area Public Schools is declining. This decline in enrollment has had a very serious financial impact on our schools.

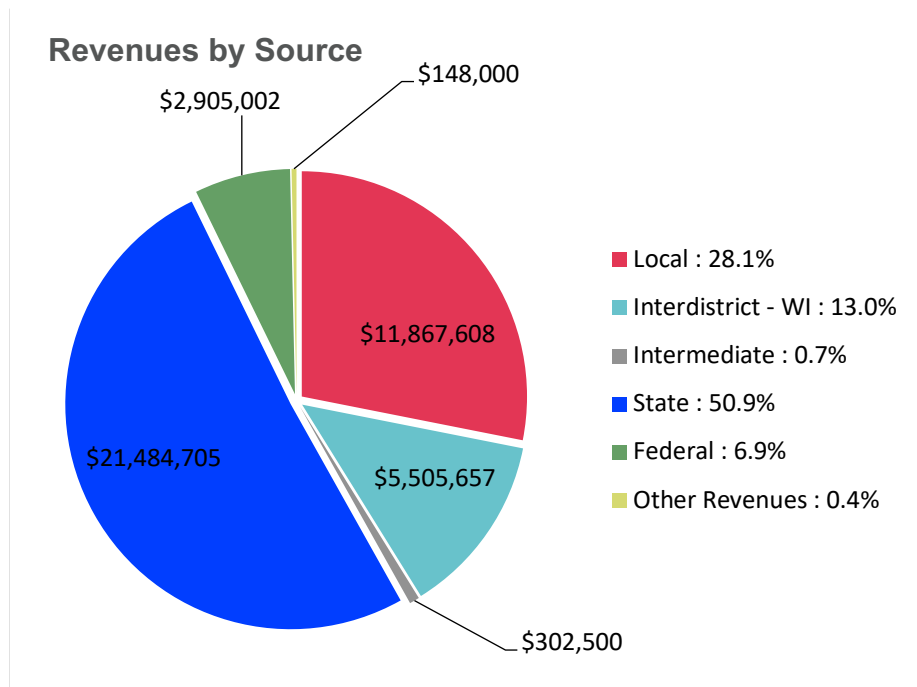
Because state aid is connected to the number of students enrolled at a school, a loss in students means a loss in state funding. While it would seem like educating fewer students would mean significant cost savings for our schools, the fact is expenses such as heating for buildings and the running of bus routes stay largely the same regardless of enrollment numbers.

The graph above displays our Revenue Limit membership (September FTE) counts for the past few years. September Full Time Equivalent (FTE) Counts are different than actual number of students served by the District. The September FTE count takes the total number of students served and subtracts students who have open enrolled into the District and adds back in those that have open enrolled out. Also, for FTE purposes, 4K students are only counted as .6 FTE.

WHERE THE MONEY COMES FROM (REVENUE SOURCES)

Since 1993, Wisconsin public school districts operate under legislatively mandated revenue limits. A district's revenue limit is the maximum amount of revenue it may raise through general state aid and property taxes. Each school district's available revenue was initially based upon the amount of per pupil spending in the 1992-93 school year. The limit is adjusted annually (either increased or decreased) based upon a three-year rolling enrollment factor and an annual per pupil increase set by the legislature.

School districts must get voter approval through a referendum to levy taxes above the revenue limit.



STATE RULES ON SCHOOL FUNDING

Wisconsin public school districts derive their revenue through four major sources: 1) state aid; 2) property taxes; 3) federal aid; and 4) other local non-property tax revenue (such as fees, interest earnings, and rental income).

The following page presents a more detailed breakdown of revenues for the General and Special Education funds which together comprise the District's operating fund.

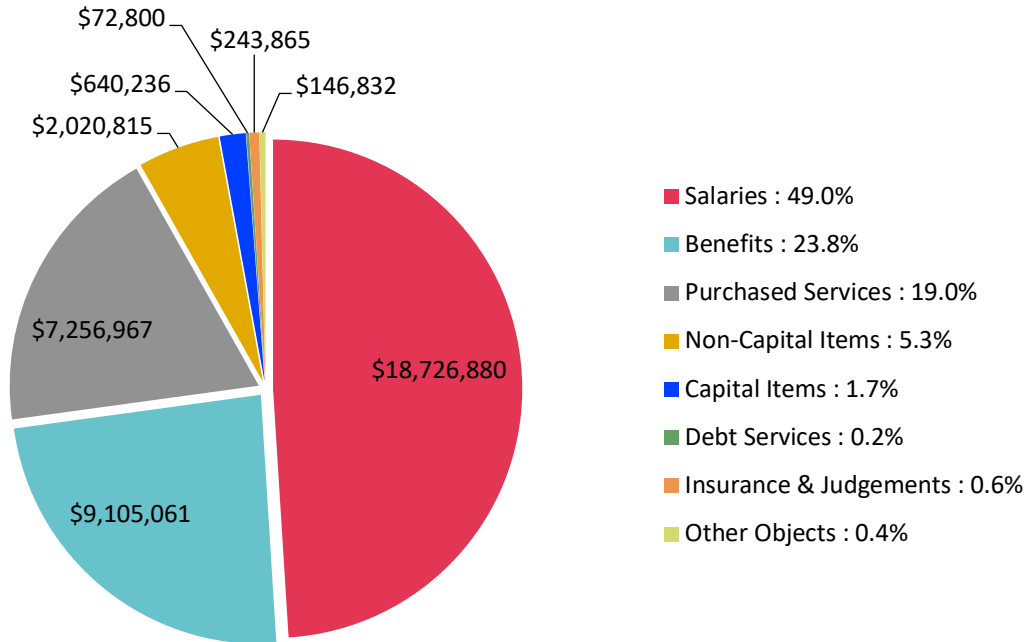
REVENUES

MERRILL AREA SCHOOL DIST | GENERAL & SPECIAL EDUCATION FUNDS | FY2020 BUDGET DRAFT

	10 & 27 FUNDS		BUDGETED REVENUES				% Δ
			GENERAL	SPEC ED	COMBINED		
	2018 ACTUAL	2019 BUDGET	FY - 2020	FY - 2020	FY - 2020	FY - 2020	
LOCAL SOURCES							
211 Property Tax	\$8,692,742	\$10,423,796	\$10,139,080	\$0	\$10,139,080		-2.73%
210 Other Taxes	\$39,164	\$12,000	\$13,000	\$0	\$13,000		8.33%
270 School Activity Income	\$88,664	\$80,727	\$84,307	\$0	\$84,307		4.43%
280 Earnings on Investmetns	\$29,115	\$25,000	\$25,000	\$0	\$25,000		0.00%
290 Other Revenue	\$68,555	\$59,213	\$51,296	\$0	\$51,296		-13.37%
200 Other Local Sources	<u>\$23,007</u>	<u>\$32,164</u>	<u>\$27,855</u>	<u>\$0</u>	<u>\$27,855</u>		-13.40%
TOTAL LOCAL SOURCES	<u>\$8,941,247</u>	<u>\$10,632,900</u>	<u>\$10,340,538</u>	<u>\$0</u>	<u>\$10,340,538</u>		-2.75%
PAYMENTS FROM DISTRICTS							
345 Open Enrollment	\$4,860,379	\$5,160,902	\$5,396,109	\$0	\$5,396,109		4.56%
300 WI Interdistrict Payments	\$69,775	\$65,000	\$60,000	\$5,000	\$65,000		0.00%
400 Non-WI Interdistrict Payments	\$0	\$0	\$0	\$0	\$0		0.00%
500 Intermediate Sources	<u>\$292,680</u>	<u>\$303,978</u>	<u>\$82,500</u>	<u>\$220,000</u>	<u>\$302,500</u>		-0.49%
TOTAL PAYMENTS FROM DISTRICTS	<u>\$5,222,834</u>	<u>\$5,529,880</u>	<u>\$5,538,609</u>	<u>\$225,000</u>	<u>\$5,763,609</u>		4.23%
STATE SOURCES							
611 Special Education Aid	\$1,135,236	\$1,210,541	\$0	\$1,326,597	\$1,326,597		9.59%
612 Transportation Aid	\$177,618	\$151,335	\$151,000	\$0	\$151,000		-0.22%
613 Library Aid	\$115,032	\$112,712	\$112,000	\$0	\$112,000		-0.63%
621 Equalization Aid	\$17,409,226	\$17,041,961	\$17,027,013	\$0	\$17,027,013		-0.09%
623 Special Adjustment Aid	\$0	\$0	\$0	\$0	\$0		0.00%
625 High Cost Aid	\$0	\$0	\$0	\$0	\$0		0.00%
628 High Poverty Aid	\$0	\$0	\$0	\$0	\$0		0.00%
691 Computer Aid	\$32,265	\$87,700	\$80,000	\$0	\$80,000		-8.78%
694 Sparsity Aid	\$0	\$0	\$0	\$0	\$0		0.00%
695 Per Pupil Aid	\$1,199,700	\$1,712,826	\$1,680,126	\$0	\$1,680,126		-1.91%
696 High Cost Transportation Aid	\$0	\$0	\$240,000	\$0	\$240,000		0.00%
600 Other State Sources	<u>\$1,222,915</u>	<u>\$1,387,237</u>	<u>\$850,020</u>	<u>\$0</u>	<u>\$850,020</u>		-38.73%
TOTAL STATE SOURCES	<u>\$21,291,992</u>	<u>\$21,704,312</u>	<u>\$20,140,159</u>	<u>\$1,326,597</u>	<u>\$21,466,756</u>		-1.09%
FEDERAL SOURCES							
710 Categorical Aid	\$24,888	\$24,935	\$24,935	\$0	\$24,935		0.00%
730 Special Projectis Aid	\$1,038,889	\$931,820	\$182,960	\$807,614	\$990,574		6.31%
750 ESEA Payments	\$401,312	\$401,554	\$401,554	\$0	\$401,554		0.00%
700 Other Federal Sources	<u>\$706,782</u>	<u>\$724,808</u>	<u>\$0</u>	<u>\$724,808</u>	<u>\$724,808</u>		0.00%
TOTAL FEDERAL SOURCES	<u>\$2,171,871</u>	<u>\$2,083,117</u>	<u>\$609,449</u>	<u>\$1,532,422</u>	<u>\$2,141,871</u>		2.82%
OTHER SOURCES							
800 Other Financing Sources	\$0	\$15,750	\$0	\$0	\$0		-100.00%
900 Other Revenus	<u>\$227,177</u>	<u>\$317,549</u>	<u>\$148,000</u>	<u>\$0</u>	<u>\$148,000</u>		-53.39%
TOTAL OTHER SOURCES	<u>\$227,177</u>	<u>\$333,299</u>	<u>\$148,000</u>	<u>\$0</u>	<u>\$148,000</u>		-55.60%
TOTAL	<u>\$37,855,119</u>	<u>\$40,283,508</u>	<u>\$36,776,755</u>	<u>\$3,084,019</u>	<u>\$39,860,774</u>		-1.05%
100 TRANSFERS	\$3,623,324	\$3,611,060	\$0	\$3,615,594	\$3,615,594		0.13%

Merrill Area Public Schools general operating expenditures fall into the following eight major categories: Salaries, Fringes, Special Education, purchased Services & Utilities, Transportation, Supplies, Debt Service Interest & Insurance, and Equipment.

Expenses by Object | Funds 10 & 27



The majority (over 91%) of our operational Budget is detailed in the following two categories:

Salaries/Benefits:

Just over 72% of our operational budget is allocated for employee’s salaries and benefits. In addition to teachers, administrators and support staff, compensation for substitute staff, seasonal custodial help, coaches/advisors for extra-curricular activities, curriculum and staff development and early retirement benefits are also included in this figure.

Purchased Services:

This includes 1) services performed by individuals other than district employees for such things as audit, legal, pupil transportation, student tuition payments and speakers/consultants; and 2) property-related services such as maintenance projects, utilities, communications, publications, and fuel for buses.

The following page provides a more detailed breakdown of expenditures for both the General and special Education Funds.

EXPENDITURES FOR INSTRUCTION | ALL FUNCTIONS

MERRILL AREA SCHOOL DIST | GENERAL & SPECIAL EDUCATION FUNDS | FY2020 BUDGET DRAFT

	10 & 27 FUNDS		BUDGETED EXPENDITURES			% Δ
	2018 ACTUAL	2019 BUDGET	GENERAL FY - 2020	SPEC ED FY - 2020	COMBINED FY - 2020	
SALARIES						
169 Teacher Salary	\$12,283,183	\$12,618,868	\$10,149,345	\$2,717,436	\$12,866,781	1.96%
172 Teacher Aides	\$1,306,683	\$1,325,468	\$516,259	\$988,561	\$1,504,820	13.53%
187 Curriculum Workshops	\$204,305	\$201,305	\$192,485	\$10,812	\$203,297	0.99%
100 Other Salary	\$4,661,338	\$4,660,760	\$4,592,132	\$366,399	\$4,958,531	6.39%
TOTAL SALARIES	\$18,455,509	\$18,806,401	\$15,450,221	\$4,083,208	\$19,533,429	3.87%
BENEFITS						
210 Retirement	\$1,387,579	\$2,256,342	\$1,834,942	\$281,829	\$2,116,771	-6.19%
220 Social Security	\$1,368,986	\$1,378,537	\$1,110,636	\$299,885	\$1,410,521	2.32%
230 Life Insurance	\$26,314	\$25,150	\$31,793	\$14,602	\$46,395	84.47%
240 Health Insurance	\$5,510,667	\$5,492,682	\$4,264,660	\$1,344,702	\$5,609,362	2.12%
250 Other Employee Insurance	\$42,972	\$44,475	\$50,473	\$20,756	\$71,229	60.16%
200 Other Benefits	\$260,796	\$251,501	\$167,349	\$75,252	\$242,601	-3.54%
TOTAL BENEFITS	\$8,597,313	\$9,448,687	\$7,459,853	\$2,037,026	\$9,496,879	0.51%
TOTAL SALARIES AND BENEFITS	\$27,052,822	\$28,255,088	\$22,910,074	\$6,120,234	\$29,030,308	2.74%
PURCHASED SERVICES						
310 Personal Service	\$1,665,739	\$1,636,289	\$1,502,001	\$146,756	\$1,648,757	0.76%
340 Travel	\$34,104	\$32,487	\$23,990	\$3,360	\$27,350	-15.81%
350 Communication	\$30,955	\$31,348	\$34,765	\$0	\$34,765	10.90%
300 Other Purchased Services	\$6,160,222	\$6,764,925	\$5,591,941	\$281,362	\$5,873,303	-13.18%
TOTAL PURCHASED SERVICES	\$7,891,021	\$8,465,049	\$7,152,696	\$431,478	\$7,584,174	-10.41%
NON-CAPITAL ITEMS						
410 Supplies	\$612,248	\$618,154	\$548,952	\$64,342	\$613,294	-0.79%
430 Instructional Media	\$324,338	\$348,428	\$330,266	\$14,855	\$345,121	-0.95%
440 Non-Capital Equipment	\$218,436	\$511,348	\$289,900	\$16,592	\$306,492	-40.06%
470 Textbooks & Workbooks	\$379,888	\$388,520	\$453,945	\$720	\$454,665	17.02%
400 Other Non-Capital Items	\$645,426	\$472,581	\$339,212	\$2,300	\$341,512	-27.73%
TOTAL NON-CAPITAL ITEMS	\$2,180,336	\$2,339,031	\$1,962,274	\$98,809	\$2,061,083	-11.88%
CAPITAL ITEMS						
550 Additional Equipment	\$101,627	\$283,315	\$181,409	\$0	\$181,409	-35.97%
560 Replacement Equipment	\$81,222	\$115,635	\$89,350	\$0	\$89,350	-22.73%
500 Other Capital Items	\$98,883	\$103,790	\$369,477	\$15,940	\$385,417	271.34%
TOTAL CAPITAL ITEMS	\$281,732	\$502,740	\$640,236	\$15,940	\$656,176	30.52%
ALL OTHER EXPENSES	\$4,300,499	\$4,290,019	\$4,111,475	\$25,472	\$4,136,947	-3.57%
TOTAL UNDIFFERENTIATED CURRICULUM	\$41,706,410	\$43,851,927	\$36,776,755	\$6,691,933	\$43,468,688	-0.87%

LONG-TERM DEBT ISSUES

The Merrill Area Public Schools has two outstanding debt issuances as of July 1, 2019. The largest debt issue was issued in 2011 to pay off the District's Wisconsin Retirement System prior service liability and as of January 1, 2019 has a remaining balance of \$1,650,000, and will be off by the end of the 2023-24 fiscal year.

The second debt issue was in the amount of \$1,000,000 and was issued in November 2018 for a term of four years. This debt was issued under the revenue limit to address facilities needs throughout the District. Proceeds from the operating referendum approved by voters in the Spring of 2018 are being used to pay back this loan. As of January 1, 2019, this issue had a remaining balance of \$980,330.43.

Calendar Year	Principal Balance at Beginning of Calendar Year	Principal	Interest	Principal Balance at End of Year
2019	2,630,330.43	484,788.67	98,088.73	2,145,541.76
2020	2,145,541.76	501,860.32	80,384.63	1,643,681.44
2021	1,643,681.44	519,140.54	61,399.30	1,124,540.90
2022	1,124,540.90	519,540.90	41,089.39	605,000.00
2023	605,000.00	295,000.00	23,495.00	310,000.00
2024	310,000.00	310,000.00	8,060.00	-
Totals		2,630,330.43	312,517.05	

FUND BALANCE: AN EXPLANATION

	Amount	% of General Fund Expenditures
<i>June 2007</i>	\$2,871,884	9.68%
<i>June 2008</i>	\$2,597,428	8.57%
<i>June 2009</i>	\$2,795,867	9.30%
<i>June 2010</i>	\$3,181,868	10.36%
<i>June 2011</i>	\$2,810,686	8.67%
<i>June 2012</i>	\$3,243,629	10.66%
<i>June 2013</i>	\$3,638,537	11.23%
<i>June 2014</i>	\$5,760,226	17.06%
<i>June 2015</i>	\$5,996,921	17.77%
<i>June 2016</i>	\$6,052,260	17.57%
<i>June 2017</i>	\$5,235,104	15.20%
<i>June 2018</i>	\$5,007,137	14.21%
<i>June 2019 Projected</i>	\$5,019,882	13.43%

Governments, including school districts, organize their accounting systems based on “funds”. A fund is a set of accounting records that is separated from others for the purpose of carrying on a certain activity.

Funds demonstrate that dollars are only being used for approved purposes. All school districts have a general fund, and many have one or more other funds that account for specific activities. A “fund balance” is created or increased when the amount of the money in a fund is more than what was spent during a year.

A common misconception is that a fund balance is a cash account, similar to a savings account. A fund balance is the difference between a District’s assets and liabilities. However, some of a District’s assets are non-cash assets and not spendable.

Determining an appropriate fund balance is a critical factor in district financial planning and budgeting processes. A district with an appropriate fund balance can:

- Avoid excessive short-term borrowing and as a result, avoid additional interest costs.
- Pay for unforeseen expenses that are permitted by the rules governing the fund.
- Take advantage of lower interest rates, as a fund balance is seen as an indicator of the financial health of the school district.

LONG-TERM CAPITAL IMPROVEMENT TRUST FUND

A school board with an approved long-term capital improvement plan (minimum of 10 years) may establish a "trust" that is funded with a transfer from the general fund. The contribution from Fund 10 to Fund 46 (Long-term Capital Improvement Trust Fund) is recorded as the expenditure for shared cost and equalization aid purposes. Future expenditures from Fund 46 are not part of shared costs. A school board is prohibited from removing money deposited into Fund 46 for a period of five years after the fund is created. After the initial five year wait period is over, funds may only be used for the purposes identified in the approved long-term capital improvement plan. Fund 46 assets may not be transferred to any other school district fund.

The District established a long-term capital improvement trust fund in January of 2017. The District has been budgeting approximately \$30,000 per year since, to deposit into this fund. The District has also made additional deposits into the fund over the past two years as budgets have allowed.

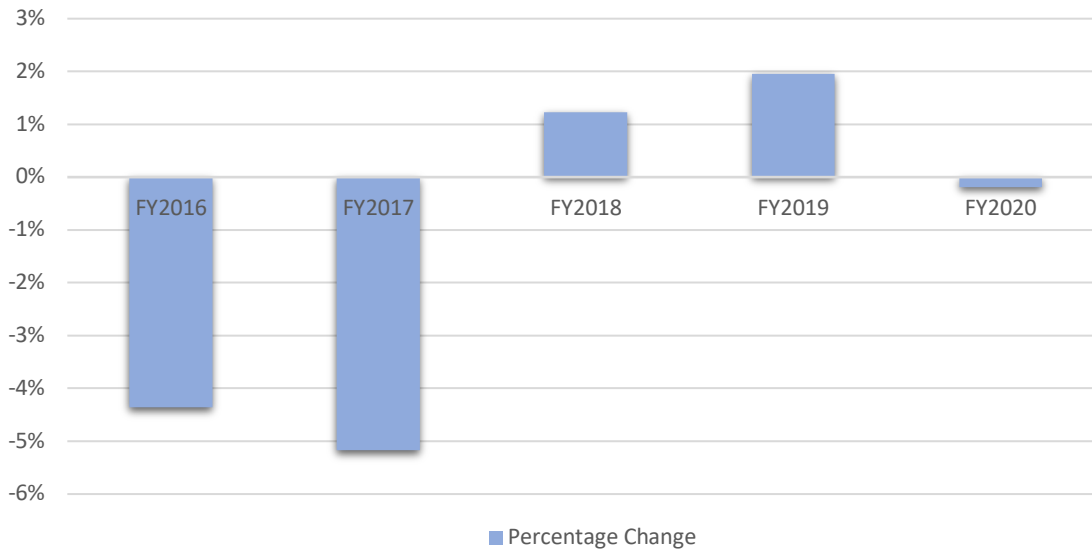
Account	Balance as of June 30, 2019
Cash on Deposit	\$122,247.56
Due from General Fund	\$38,436
Total Assets	\$160,683.56

PROPERTY TAX LEVY

Property taxes for 2019-20 are projected to decrease by .19%. This projection is only an estimate at this time. The final levy will be set at the end of October after we know our actual enrollment and after the State certifies the actual amount of General Equalization Aid we will receive this year.

FUND	Audited 2017-18	Budget 2018-19	Budget 2019-20
General Fund	8,692,742.00	10,423,796.00	10,139,080.00
Referendum Debt Service Fund	1,522,555.00	0.00	0.00
Non-Referendum Debt Service Fund	317,180.00	317,743.00	582,245.00
Capital Expansion Fund	0.00	0.00	0.00
Community Service Fund	138,745.00	138,745.00	138,745.00
TOTAL SCHOOL LEVY	10,671,222.00	10,880,284.00	10,860,070.00
PERCENTAGE INCREASE -- TOTAL LEVY FROM PRIOR YEAR		1.96%	-0.19%

Year Over Year Change | Property Taxes



MILL RATES

Property tax rates, or mill rates, are determined by dividing the total tax levy by the total property value of the district. A district's mill rate can rise or fall independently from the total tax levy. In other words, a district's mill rate can rise even when the total levy decreases and vice versa. The mill rate also represents an average rate. An individual homeowner's rate could be higher or lower than the rates shown below. The table below shows the changes in mill rate each year since 2010.

Mill Rate



ESTIMATED TAX IMPACT ON PROPERTY OWNER

Estimating the impact of the school district's levy on an individual homeowner can be difficult as there are several factors that can influence the amount of tax an individual homeowner will end up paying on their property.

A decrease or increase in the overall tax levy of a school district does not necessarily translate into a corresponding increase or decrease in an individual's tax bill. Property taxes are apportioned to individual property owners in the same proportion as a property owner's property value is to the overall property value of the municipality in which the property is located. In other words, if a parcel of property is 1% of the total value of taxable property within the municipality, then that property owner will pay 1% of the tax levy apportioned to that municipality. If an individual's property value increases at a faster rate than the other properties in the municipality, or if their property value remains flat while the overall property values decrease, a homeowner could see an increase in taxes even with a lower school district tax levy. The opposite is also true in that a homeowner could see a drop in their tax bill even though the school's total levy is increasing.

The table below is provided as a rough estimate of the impact of the district's levy on an average home.

Estimated Fair Market Value of Home	2018-19 Estimated Taxes	2019-20 Estimated Taxes	Difference	% Change
\$90,000	\$810.00	\$798.30	(\$11.70)	-1.44%
\$100,000	\$900.00	\$887.00	(\$13.00)	-1.44%
\$150,000	\$1,350.00	\$1,330.50	(\$19.50)	-1.44%
\$200,000	\$1,800.00	\$1,774.00	(\$26.00)	-1.44%
\$250,000	\$2,250.00	\$2,217.50	(\$32.50)	-1.44%
\$300,000	\$2,700.00	\$2,661.00	(\$39.00)	-1.44%

PROPOSED BUDGET FOR 2019-20

GENERAL FUND	Audited 2017-18	Budget 2018-19	Budget 2019-20
Beginning Fund Balance	5,235,104.41	5,007,137.14	5,019,882.51
Ending Fund Balance	5,007,137.14	5,019,882.51	5,019,882.31
REVENUES & OTHER FINANCING SOURCES			
Transfers-In (Source 100)	0.00	0.00	0.00
Local Sources (Source 200)	9,019,628.46	10,632,900.00	10,340,538.00
Inter-district Payments (Source 300 + 400)	4,922,991.00	5,220,902.00	5,456,109.00
Intermediate Sources (Source 500)	29,145.90	83,978.00	82,500.00
State Sources (Source 600)	20,156,756.04	20,493,771.00	20,140,159.00
Federal Sources (Source 700)	727,662.75	634,566.00	609,449.00
All Other Sources (Source 800 + 900)	145,424.30	317,549.00	148,000.00
TOTAL REVENUES & OTHER FINANCING SOURCES	35,001,608.45	37,383,666.00	36,776,755.00
EXPENDITURES & OTHER FINANCING USES			
Instruction (Function 100 000)	16,100,100.76	16,639,161.34	16,469,783.70
Support Services (Function 200 000)	14,064,086.49	15,569,953.29	15,251,431.50
Non-Program Transactions (Function 400 000)	5,065,388.47	5,161,806.00	5,055,540.00
TOTAL EXPENDITURES & OTHER FINANCING USES	35,229,575.72	37,370,920.63	36,776,755.20
SPECIAL PROJECTS FUND	Audited 2017-18	Budget 2018-19	Budget 2019-20
Beginning Fund Balance	52,224.95	755,583.05	171,887.05
Ending Fund Balance	755,583.05	171,887.05	170,601.05
REVENUES & OTHER FINANCING SOURCES	7,574,260.87	6,632,268.00	6,699,613.00
EXPENDITURES & OTHER FINANCING USES	6,870,902.77	7,215,964.00	6,700,899.00
DEBT SERVICE FUND	Audited 2017-18	Budget 2018-19	Budget 2019-20
Beginning Fund Balance	143,634.23	118,232.91	138,110.91
Ending Fund Balance	118,232.91	138,110.91	140,910.91
REVENUES & OTHER FINANCING SOURCES	1,841,403.68	453,117.00	585,045.00
EXPENDITURES & OTHER FINANCING USES	1,866,805.00	433,239.00	582,245.00
CAPITAL PROJECTS FUND	Audited 2017-18	Budget 2018-19	Budget 2019-20
Beginning Fund Balance	1,000.00	122,000.50	160,436.50
Ending Fund Balance	122,000.50	160,436.50	198,872.50
REVENUES & OTHER FINANCING SOURCES	121,000.50	1,038,436.00	38,436.00
EXPENDITURES & OTHER FINANCING USES	0.00	1,000,000.00	0.00
FOOD SERVICE FUND	Audited 2017-18	Budget 2018-19	Budget 2019-20
Beginning Fund Balance	138,445.88	168,440.28	177,151.28
Ending Fund Balance	168,440.28	177,151.28	188,590.28
REVENUES & OTHER FINANCING SOURCES	1,296,515.96	1,329,647.00	1,381,349.00
EXPENDITURES & OTHER FINANCING USES	1,266,521.56	1,320,936.00	1,369,910.00
COMMUNITY SERVICE FUND	Audited 2017-18	Budget 2018-19	Budget 2019-20
Beginning Fund Balance	13,111.74	375.04	(23,208.96)
Ending Fund Balance	375.04	(23,208.96)	5,879.04
REVENUES & OTHER FINANCING SOURCES	152,004.50	153,525.00	149,865.00
EXPENDITURES & OTHER FINANCING USES	164,741.20	177,109.00	120,777.00
PACKAGE & COOPERATIVE PROGRAM FUND	Audited 2017-18	Budget 2018-19	Budget 2019-20
Beginning Fund Balance	0.00	0.00	7,168.00
Ending Fund Balance	0.00	7,168.00	7,123.00
REVENUES & OTHER FINANCING SOURCES	70,926.36	75,786.00	70,927.00
EXPENDITURES & OTHER FINANCING USES	70,926.36	68,618.00	70,972.00
Total Expenditures and Other Financing Uses			
ALL FUNDS	Audited 2017-18	Budget 2018-19	Budget 2019-20
GROSS TOTAL EXPENDITURES -- ALL FUNDS	45,469,472.61	47,586,786.63	45,621,558.20
Interfund Transfers (Source 100) - ALL FUNDS	3,767,222.41	3,808,460.00	3,680,409.00
Refinancing Expenditures (FUND 30)	0.00	0.00	0.00
NET TOTAL EXPENDITURES -- ALL FUNDS	41,702,250.20	43,778,326.63	41,941,149.20
PERCENTAGE INCREASE -- NET TOTAL FUND EXPENDITURES FROM PRIOR YEAR		4.98%	-4.20%
PROPOSED PROPERTY TAX LEVY			
FUND	Audited 2017-18	Budget 2018-19	Budget 2019-20
General Fund	8,692,742.00	10,423,796.00	10,139,080.00
Referendum Debt Service Fund	1,522,555.00	0.00	0.00
Non-Referendum Debt Service Fund	317,180.00	317,743.00	582,245.00
Capital Expansion Fund	0.00	0.00	0.00
Community Service Fund	138,745.00	138,745.00	138,745.00
TOTAL SCHOOL LEVY	10,671,222.00	10,880,284.00	10,860,070.00
PERCENTAGE INCREASE -- TOTAL LEVY FROM PRIOR YEAR		1.96%	-0.19%

ENERGY EFFICIENCY REVENUE LIMIT EXEMPTION PROJECT

In the 2017-18 fiscal year the District utilized an exemption to the revenue limit that allowed school districts in Wisconsin to exceed their revenue limit to fund projects that increased energy efficiency. DPI requires district to report out each year the savings generated by the projects completed. The report below shows the savings generated by the completed projects listed.

ENERGY EFFICIENCY EXEMPTION			
§ 121.91 (4) (o) Revenue Limit Exemption for Energy Efficiencies-Evaluation of the Energy Performance Indicators			
Name of Qualified Contractor	Nexus Solutions		
Performance Contract Length (years)			15
Total Project Cost (including financing)			596,489.00
Total Project Payback Period			11.50
Years of Debt Payments			1.00
Remaining Useful Life of the Facility			40.00
Prior Year Resolution Expense Amount	Fiscal Year	2019	596,489.00
Prior Year Related Expense Amount or CY debt levy	Fiscal Year	2019	596,489.00
Utility Savings applied in Prior Year to Debt	Fiscal Year	2019	-
Sum of reported Utility Savings to be applied to Debt			\$ 6,071
		Savings Reported for 20XX	
Specific Energy Efficiency Measure or Products	Project Cost Including Financing	Utility Cost Savings	Non-Utility Cost Savings
Mechanical & Environmental Systems	\$ 561,007	\$ 5,738	\$ 32,198
Electrical and Interior Upgrades	\$ 35,482	\$ 333	\$ 1,293
Entire Energy Efficiency Project Totals	\$ 596,489	\$ 6,071	\$ 33,491

MERRILL AREA PUBLIC SCHOOLS

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