

**COVER FOR OFFICIAL FILE**  
**SCHOOL DISTRICT BOUNDARY APPEAL BOARD**

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**File No:** 2024-13

**From:** Cambria-Friesland School District

**To:** Markesan School District

**Appellant(s):** Mark and Tracey Hoffmann

**Address:** N9196 County Road H  
Cambria, WI 53923

**SDBAB Hearing**

**Date:** Wednesday, May 15, 2024

**Time:** 10:00 AM

**Location:** GEF 3 – Room P41  
125 South Webster Street  
Madison, WI 53703

**School District Boundary Appeal Panel (Board) Members:**

1. Clifford Gerbers, CESA 8 (small)
2. Dawn Van Aacken, CESA 1 (medium)
3. Gregory Ardrey, CESA 2 (large)

**Chair: Kathy Fry**



## Public Notice of Open Meeting

STATE OF WISCONSIN  
DEPARTMENT OF PUBLIC INSTRUCTION  
SCHOOL DISTRICT BOUNDARY APPEAL BOARD  
PUBLIC MEETING

**TIME** 10:00 AM

**DATE** May 15, 2024

**LOCATION** GEF 3, Room P41  
125 South Webster Street  
Madison WI 53703

**PURPOSE** School District Boundary Appeal No. 2024-13

Cambria-Friesland School District  
Markesan District Schools

The School District Boundary Appeal Board will meet to hear testimony and take action on the proposed reorganization of territory, as provided under Wis. Stat. sec. 117.12(4).

**FURTHER INFORMATION** Kathy Fry, Secretary  
School District Boundary Appeal Board  
(608) 224-5343

*This meeting site is accessible to persons with physical disabilities. Any person requiring other special accommodations because of a disability should contact Kathy Fry at (608) 224-5343 in advance of the hearing date.*

## SDBAB Hearing Agenda

1. Call Meeting to Order
2. Introduction of the Appeal Panel Members
3. Selection of Recording Secretary
4. Introduction of Others Present
  - a. Oaths Administered to the School District Boundary Appeal Board Members (unless previously completed)
5. Summary of Procedures to Be Followed
  - a. Adoption of the Standards - Decisions by this appeal panel are to be based on the criteria for school district reorganization set forth in Section 117.15, Wisconsin Statutes.
  - b. Statement of Chair Concerning Appeal Information Materials (*directed to Appeal Panel*)
  - c. Overview by Appeal Chair
  - d. General Comments by Chair
6. Proponents of the Appeal (Petitioner and Attaching School District)
7. Opponents of the Appeal (Detaching School District)
8. Opportunities for Additional Information– Questions from the Appeal Panel for Proponents or Opponents of the Appeal
9. Closing of Formal Presentations
10. Deliberations by the Appeal Panel
  - a. The Alternative Decisions
  - b. The Ballots (paper or voice vote)
  - c. Tabulation of the Ballots (paper); Announce Tally (voice vote)
  - d. Formalizing the Rationale for the Vote
11. Call for a Motion to Adjourn

the number of electors who voted for governor at the last general election in that area.

(b) If the area does not coincide with a municipality or part thereof for which election statistics are kept, the number of electors shall be determined as follows:

1. The area of the school district in square miles shall be divided by the area of the municipality in square miles in which it lies.

2. The vote for governor at the last general election in the municipality within which the school district lies shall be multiplied by the quotient determined under subd. 1. to determine the required number of electors.

(c) If a school district is in more than one municipality, the method of determination under par. (b) shall be used for each part of the school district which constitutes only a fractional part of any area for which election statistics are kept.

**History:** 1973 c. 90; 1975 c. 115, 189; 1977 c. 29, 206; 1979 c. 89, 301; 1983 a. 27, 189; 1985 a. 29, 225, 332; 1987 a. 46; 1993 a. 27; 2009 a. 42; 2013 a. 257.

## SUBCHAPTER II

### STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

**Cross-reference:** See also *PI*, Wis. adm. code.

**115.28 General duties.** The state superintendent shall:

(1) **GENERAL SUPERVISION.** Ascertain the condition of the public schools, stimulate interest in education and spread as widely as possible a knowledge of the means and methods which may be employed to improve the schools.

(2) **SECTARIANISM.** Exclude all sectarian books and instruction from the public schools.

(3) **SUPERVISION OF SCHOOLS.** Supervise and inspect the public schools and day schools for children with disabilities, advise the principals and local authorities thereof and give assistance in organizing such schools.

(3m) **SUPERVISION OF COOPERATIVE EDUCATIONAL SERVICE AGENCIES; RULES.** (a) Supervise and audit the receipts and expenditures of the cooperative educational service agencies, conduct program review of the agencies, supervise boundary reorganization where necessary, advise the administrators of the agencies and provide assistance in organizing the agencies throughout the state.

(b) Promulgate rules establishing procedures for the reorganization of cooperative educational service agencies and boundary appeals.

(4) **PUBLIC INFORMATION.** By reports, bulletins, circulars, correspondence and public addresses, give the public information upon the different methods of school organization and management and the subject of education generally.

(5) **APPEALS.** Examine and determine all appeals which by law are made to the state superintendent and prescribe rules of practice in respect thereto, not inconsistent with law.

**Cross-reference:** See also ch. *PI 1*, Wis. adm. code.

(6) **ANNUAL CONVENTIONS.** Annually, hold conventions of school district administrators, supervisors and agency coordinators.

(7) **LICENSING OF TEACHERS.** (a) License all teachers for the public schools of the state; make rules establishing standards of attainment and procedures for the examination and licensing of teachers within the limits prescribed in ss. 118.19 (2) and (3), 118.191, 118.1915, 118.192, 118.193, 118.194, 118.195, and 118.197; prescribe by rule standards, requirements, and procedures for the approval of teacher preparatory programs leading to licensure, including a requirement that, beginning on July 1, 2012, and annually thereafter, each teacher preparatory program located in this state shall submit to the department a list of individuals who have completed the program and who have been recommended by the program for licensure under this subsection, together with each individual's date of program completion, from each term or

semester of the program's most recently completed academic year; file in the state superintendent's office all papers relating to state teachers' licenses; and register each such license.

(b) Subject to the same rules and laws concerning qualifications of applicants and granting and revocation of licenses or certificates under par. (a), the state superintendent shall grant certificates and licenses to teachers in private schools and tribal schools, except that teaching experience requirements for such certificates and licenses may be fulfilled by teaching experience in public, private, or tribal schools. An applicant is not eligible for a license or certificate unless the state superintendent finds that the private school or tribal school in which the applicant taught offered an adequate educational program during the period of the applicant's teaching therein. Private schools are not obligated to employ only licensed or certified teachers.

(c) Subject to s. 118.19 (4m), license and make rules for the examination and licensing of persons, including teachers, employed to provide publicly funded special education and related services, as those terms are defined in s. 115.76 (14) and (15).

(d) Annually, establish fees for the certification or licensure of school and public library personnel sufficient to fund certification and licensing administrative costs.

(e) 1. In this paragraph, "alternative education program" means an instructional program, approved by the school board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. "Alternative educational program" does not include a private school, a tribal school, or a home-based private educational program.

2. Promulgate rules establishing requirements for licensure as an alternative education program teacher and for the approval of teacher education programs leading to licensure as an alternative education program teacher. The rules shall encompass the teaching of multiple subjects or grade levels or both, as determined by the state superintendent. The rules may require teacher education programs to grant credit towards licensure as an alternative education program teacher for relevant experience or demonstrated proficiency in relevant skills and knowledge.

**Cross-reference:** See also ch. *PI 34*, Wis. adm. code.

(f) The department may not charge a fee for the issuance of a license, permit, or certificate to an individual who is eligible for the veterans fee waiver program under s. 45.44.

(g) Notwithstanding s. 118.19 (3), (4m), (6) to (9), (12), and (14), grant a charter school teaching license to any person who has a bachelor's degree and demonstrates, based upon criteria established by the department, that the person is proficient in the subject or subjects that he or she intends to teach. The license authorizes the person to teach that subject or those subjects in a charter school.

(gm) Notwithstanding s. 118.19 (8), (9), and (11), grant an initial charter school principal license to any person who is licensed, or otherwise credentialed, to be a school principal in another state if the person holds the license or other credential in good standing, has completed at least 3 years of full-time classroom teaching, and is eligible for licensure under s. 118.19 (4) and (10). The license authorizes the person to be a principal of a charter school.

(h) Promulgate a rule requiring an applicant for a license to provide his or her home address.

(7g) **EVALUATION OF TEACHER PREPARATORY PROGRAMS.** (a) The department shall, in consultation with the governor's office, the chairpersons of the committees in the assembly and senate whose subject matter is elementary and secondary education and ranking members of those committees, the Board of Regents of the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities, do all of the following:

**SUBCHAPTER II**  
**STATE SUPERINTENDENT OF PUBLIC INSTRUCTION**

115.28 General duties. The state superintendent shall:

(1) **GENERAL SUPERVISION.** Ascertain the condition of the public schools, stimulate interest in education and spread as widely as possible a knowledge of the means and methods which may be employed to improve the schools.

(2) **SECTARIANISM.** Exclude all sectarian books and instruction from the public schools.

(3) **SUPERVISION OF SCHOOLS.** Supervise and inspect the public schools and day schools for children with disabilities, advise the principals and local authorities thereof and give assistance in organizing such schools.

(3m) **SUPERVISION OF COOPERATIVE EDUCATIONAL SERVICE AGENCIES; RULES.** (a) Supervise and audit the receipts and expenditures of the cooperative educational service agencies, conduct program review of the agencies, supervise boundary reorganization where necessary, advise the administrators of the agencies and provide assistance in organizing the agencies throughout the state.

(b) Promulgate rules establishing procedures for the reorganization of cooperative educational service agencies and boundary appeals.

(4) **PUBLIC INFORMATION.** By reports, bulletins, circulars, correspondence and public addresses, give the public information upon the different methods of school organization and management and the subject of education generally.

(5) **APPEALS.** Examine and determine all appeals which by law are made to the state superintendent and prescribe rules of practice in respect thereto, not inconsistent with law.

(6) **ANNUAL CONVENTIONS.** Annually, hold conventions of school district administrators, supervisors and agency coordinators.

assessed valuation divided by the assessment ratio of the taxation district, file a petition with the secretary of the board requesting board review of the proposed reorganization.

(b) If a petition requesting review is filed under par. (a) 1., the secretary of the board shall immediately notify the school board of the other affected school district and each of the owners of territory in the annexed territory. If a petition requesting review is filed under par. (a) 2., the secretary of the board shall immediately notify the school board of each affected school district. Before the following January 15, the board shall issue an order either affirming the denial of the proposed reorganization or detaching all or part of the annexed territory described in the resolution or petition under sub. (2) from the school district in which it is located and attaching it to the municipal school district. The board's order shall be in writing, shall include a statement of reasons for the order and shall be filed as provided under s. 117.17 (2). If the board orders territory detached from the school district in which it is located and attached to the municipal school district, the reorganization shall take effect on the following July 1.

**History:** 1989 a. 114; 1991 a. 269; 1999 a. 150; 2007 a. 43; 2017 a. 207 s. 5.

**117.14 Appeal to court.** (1) Any person aggrieved by the denial of a consolidation under s. 117.08 (2) or 117.09 (2), the granting of a detachment and attachment of territory under s. 117.11 (3) or any order of the board or an appeal panel under this chapter may, within 30 days after copies of the order are filed with the secretary of the board under s. 117.17 (2), appeal the order to a circuit court as follows:

(a) If the order is issued under ss. 117.08, 117.09 or 117.10, the appeal shall be filed with the circuit court of any county in which any territory of any affected school district is located.

(b) If the order is issued under ss. 117.105 to 117.132, the appeal shall be filed with the circuit court of any county in which any of the territory proposed to be detached from one school district and attached to, or included in, another school district is located or with the circuit court of any county in which any territory of the school district to which the territory is proposed to be attached, or the school district that is proposed to be created, is located.

(1m) Any person aggrieved by an order resolving a boundary dispute under s. 117.35 (3) may, within 30 days after copies of the order are filed with the secretary of the board under s. 117.17 (2), appeal the order to circuit court. The appeal shall be filed with the circuit court of any county in which any portion of the disputed territory is located.

(2) A person appealing under this section shall serve a written notice of appeal stating specifically the grounds upon which the appeal is based on the secretary of the board and file the notice with the clerk of the circuit court.

**History:** 1989 a. 114, 287; 1997 a. 286; 1999 a. 18.

**117.15 Criteria for school district reorganizations.** In making any decision under ss. 117.08 to 117.132, a school board, the board and an appeal panel shall consider the following factors as they affect the educational welfare of all of the children residing in all of the affected school districts, and may consider other appropriate factors:

(1) The geographical and topographical characteristics of the affected school districts, including the estimated travel time to and from school for pupils in the school districts.

(2) The educational needs of all of the children residing in the affected school districts, the educational programs currently offered by each affected school district and the ability and commitment of each school district to meet those needs and continue to offer those educational programs.

(2m) If territory is proposed to be detached from one school district and attached to an adjoining school district or proposed to be included in a new school district under s. 117.105, whether the proposed detachment will have any adverse effect on the program currently offered by the school district from which the territory is

proposed to be detached, including both curricular and extracurricular aspects of that program.

(3) The testimony of and written statements filed by the residents of the affected school districts.

(4) The estimated fiscal effect of the proposed reorganization on the affected school districts, including the effect of the apportionment of assets and liabilities.

(5) Whether the proposed reorganization will make any part of a school district's territory noncontiguous.

(6) The socioeconomic level and racial composition of the pupils who reside or will reside in territory proposed to be detached from one school district and attached to an adjoining school district, in territory proposed to be included in a new school district under s. 117.105 or in school districts proposed to be consolidated or in a school district proposed to be dissolved; the proportion of the pupils who reside in such territory who are children at risk, as defined under s. 118.153 (1) (a); and the effect that the pupils described in this paragraph will have on the present and future socioeconomic level and racial composition of the affected school districts and on the proportion of the affected school districts' enrollments that will be children at risk.

(7) The results of any referendum held under s. 117.10.

**History:** 1989 a. 114, 287; 1997 a. 286.

On review of a decision under this section, the only issues to be considered are whether the reorganization authority acted within its jurisdiction and whether the determination was arbitrary and capricious. While an authority is bound to consider all the factors enumerated in this section, it may consider information from other sources, including matters within its knowledge and expertise. *School District of Waukesha v. School District Boundary Appeal Board*, 201 Wis. 2d 109, 548 N.W.2d 122 (Ct. App. 1996), 95–0905.

**117.17 Reorganization order.** (1) **CONTENTS; EFFECTIVE DATE.** (a) Every order of school district reorganization under s. 117.08, 117.09 or 117.105 that creates a new school district shall state the school districts which are dissolved or from which territory is detached to create the new school district, name the new school district, state the type of school district and the grades to be taught by the new school district pursuant to s. 115.01 (2), (3) and (5), designate the number of school board members under s. 120.01 or 120.41, designate the terms of initial members of the school board under s. 120.02 (3) (a), designate the method of election of school board members under s. 120.06 or 120.42, direct the election of school board members under s. 120.06 or 120.42, insofar as applicable, designate the date of the first election of school board members, as provided under s. 117.22 (2) (b), and fix the time and place for the first annual meeting of the new school district, if one is to be held. The secretary of the board shall give notice of the first annual meeting, if one is to be held, under s. 120.08 (1) (c), and shall designate a person to act as temporary chairperson of the annual meeting until a chairperson is elected.

(b) Every order of school district reorganization under s. 117.10 that dissolves a school district shall state the school district that is dissolved and describe the territory, assets and liabilities of the school district. Every order of school district reorganization issued under s. 117.10 (4) shall describe the territory, assets and liabilities allocated to each other school district under that subsection.

(bm) Every order of school district reorganization under s. 117.105 shall describe the territory of the school districts from which territory is detached to create the new school district, state the school district created by the order and describe the territory of the school district created by the order.

(c) Every order of school district reorganization under ss. 117.11 to 117.132 shall state the school districts from which any territory is detached and the school district to which any territory is attached and describe the territory.

(d) Every order of school district reorganization and every order under s. 117.35 (3) shall state the date on which it is to take effect. The date shall be as specified under ss. 117.08 to 117.132, 117.27 (1) and 117.35 (3). If an appeal is made to court under s. 117.14, the court may stay enforcement under s. 227.54 of the

**117.15 Criteria for school district reorganizations.** In making any decision under ss. 117.08 to 117.132, a school board, the board and an appeal panel shall consider the following factors as they affect the educational welfare of all of the children residing in all of the affected school districts, and may consider other appropriate factors:

(1) The geographical and topographical characteristics of the affected school districts, including the estimated travel time to and from school for pupils in the school districts.

(2) The educational needs of all of the children residing in the affected school districts, the educational programs currently offered by each affected school district and the ability and commitment of each school district to meet those needs and continue to offer those educational programs.

(2m) If territory is proposed to be detached from one school district and attached to an adjoining school district or proposed to be included in a new school district under s. 117.105, whether the proposed detachment will have any adverse effect on the program currently offered by the school district from which the territory is proposed to be detached, including both curricular and extracurricular aspects of that program.

(3) The testimony of and written statements filed by the residents of the affected school districts.

(4) The estimated fiscal effect of the proposed reorganization on the affected school districts, including the effect of the apportionment of assets and liabilities.

(5) Whether the proposed reorganization will make any part of a school district's territory noncontiguous.

(6) The socioeconomic level and racial composition of the pupils who reside or will reside in territory proposed to be detached from one school district and attached to an adjoining school district, in territory proposed to be included in a new school district under s. 117.105 or in school districts proposed to be consolidated or in a school district proposed to be dissolved; the proportion of the pupils who reside in such territory who are children at risk, as defined under s. 118.153(1)(a); and the effect that the pupils described in this paragraph will have on the present and future socioeconomic level and racial composition of the affected school districts and on the proportion of the affected school districts' enrollments that will be children at risk.

(7) The results of any referendum held under s. 117.10.

# Chronology of Events – Petition for School District Reorganization

## School District Boundary Appeal Board Panel, 2022-23

### Wisconsin Department of Public Instruction

File # 2024-13

Petitioner(s) Mark and Tracey Hoffmann

Detaching District Cambria-Friesland School District

Attaching District Markesan School District

12/29/2023	The detaching district received the petition.
2/14/2024	The school board of the attaching district approved the reorganization.
2/19/2024	The school board of the detaching district denied the reorganization.
2/20/2024	The petitioner was notified about the right to appeal.
2/26/2024	An appeal request was received from the petitioner.
5/15/2024	Date of Appeal Hearing
10:00 AM	Time of Hearing
GEF 3 – Room P 41	Location of Hearing
125 South Webster	
Madison WI	
	Hosted in Madison, Wisconsin
2	Number of Students on the Property

Source of Information: Official documents filed with the Secretary of the School District Boundary Appeal Board by the school districts, minutes of school board hearings, if held; documents and reports submitted by the school districts.

Official File: Available from the Secretary of the School District Boundary Appeal Board in advance of, or at the time of, the School District Boundary Appeal Board hearing.

Financial information about the districts can be found in the DPI material section of the appeal packets.



**MATERIALS  
FROM  
PETITIONER**

# PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

The petitioner must complete Section 1, then take the form to the municipal clerk to complete Section 2, and then submit the petition to the school district where the property is located. See <https://dpi.wi.gov/sfs/support/reorganization/detachment/small-territory-owner> on the DPI website for more information. The petition must be submitted to the school district **BEFORE FEBRUARY 1**.

## SECTION 1 - TO BE COMPLETED BY THE PERSON SUBMITTING THIS PETITION (please print or type)

Petitioner Name(s) Mark J. Hoffmann and Tracey L. Hoffmann

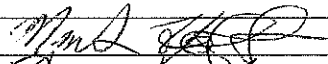

Address (street, city, zip) N9196 County Road H Cambria, WI 53923

Phone Number 920-210-1843 or 920-740-4274 E-mail traceyhoffmann@gmail.com

Legal Description of Territory Proposed for Detachment INCLUDING PARCEL NUMBERS: Lot 1 of Columbia County Certified Survey Map No. 5508 as recorded in the office of the Register of Deeds for Columbia County, Wisconsin on January 30, 2014 at 12:13 P.M. in Volume 39 of Certified Surveys, Page 23 as Document No. 857351; Being Lot 1 of Certified Survey Map No. 4713 in Volume 33, Page 48, as Document No. 763788, located in the North West ¼ of the North East ¼ of Section 14, Township 13 North, Range 11 East, Town of Scott, Columbia County, Wisconsin.

(If more space is needed to describe the property, attach additional pages)

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the above described territory, file this petition to detach the above described territory FROM the Cambria-Friesland School District and to attach it TO the Markesan School District.


(Use page 2 for additional signatures if there are multiple petitioners)		(For each signature check one)			
SIGNATURE(S)		DATE	Property Owner	Elector	Both Owner and Elector
1.		12/27/2023			X
2.		12/27/2023			X

## SECTION 2 - TO BE COMPLETED BY THE CLERK OF THE MUNICIPALITY IN WHICH THE TERRITORY IS LOCATED - (please print or type)

The legal description of the territory proposed for detachment is sufficient to identify its location and value. YES  NO   
(If no, return the form to the petitioner.)

School District where territory is located	<u>Cambria Friesland</u>	Value of Property	<u>223,000</u>
Municipality where territory is located	<u>Town of Scott</u>	Year Value was Determined	<u>2023</u>
County where territory is located	<u>Columbia</u>	Assessment Ratio	<u>0.943240648</u>

I, the undersigned, certify that the property description in Section 1 is sufficient to determine its location and value and that the information entered above in Section 2 is correct.

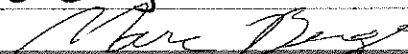
SIGNATURE OF MUNICIPAL CLERK			Date: <u>12-28-23</u>
Name of Clerk (please print)	<u>Renee Wendt</u>		
Mailing Address	<u>W 3552 Ross Rd Cambria WI 53923</u>		
Phone Number	<u>262 573 7305</u>	E-mail Address	<u><del>reneewendt@gmail.com</del> scotttownclerk@gmail.com</u>

## SECTION 3 - TO BE COMPLETED BY THE CLERK OF THE SCHOOL DISTRICT IN WHICH THE TERRITORY IS LOCATED - (please print or type)

District receiving petition Cambria-Friesland Date received 12-29-23

Number of pupils residing in the territory described in Section 1 who were reported as of the most recent 3<sup>rd</sup> Friday in September or 2<sup>nd</sup> Friday in January (see s.121.05 (1) (a), Wisconsin statutes, for categories of students to include). 2

Name of School District Clerk (please print) Marc Berger Phone 920-348-5135

SIGNATURE OF SCHOOL DISTRICT CLERK 

After completing Section 3 the clerk of the detaching school district must send a certified copy (a document with original signatures or a photocopy accompanied by a Certificate of True Copy) of this petition to the school board of the school district to which the property is proposed to be attached and also to :

Secretary, School District Boundary Appeal Board  
Department of Public Instruction  
PO Box 7841  
Madison, WI 53707-7841


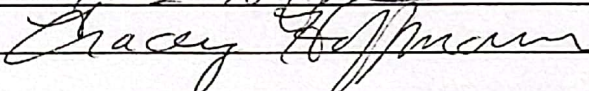
(For more information contact Kathy Fry, (608) 224-5343, [Kathleen.Fry@dpi.wi.gov](mailto:Kathleen.Fry@dpi.wi.gov). Both districts must act on this petition by March 1.)

## REQUEST FOR REVIEW OR APPEAL SCHOOL DISTRICT BOUNDARY APPEAL BOARD (SDBAB)

- Provide complete contact information for the person or persons initiating this request for review.
- Submit the request to the Secretary of the School District Boundary Appeal Board (see address below) **BEFORE THE DEADLINE SHOWN ON THE COVER LETTER.**
- Include a check or money order for the amount specified to cover the costs of convening the Board or Appeal Panel. (Section 117.05(9) of the Wisconsin state statutes authorizes the state superintendent to charge a fee to reimburse the department for the costs of any review or appeal.)
- If there are multiple individuals requesting this review, page 2 may be used for the additional names and signatures (make sure the entire page gets copied).
- For more information see the DPI website at <https://dpi.wi.gov/sfs/support/reorganization/detachment/small-territory-board> or contact Kathy Fry at (608) 224-5343 or via email, [Kathleen.Fry@dpi.wi.gov](mailto:Kathleen.Fry@dpi.wi.gov).

INFORMATION PROVIDED BY THE REQUESTER (please print or type)			
Name(s): Mark and Tracey Hoffmann			
Mailing Address (street, city, zip): N9196 County Road H Cambria, WI 53923			
Phone Number	920-210-1843 or 920-740-4274	E-mail Address	traceyhoffmann@gmail.com
In which School District is the property located?		Cambria-Friesland	
What is the File # for the Petition?		2024-13	

I/we, the undersigned, file this petition for review or notice of appeal for the file or order identified above.

(Use page 2 for additional signatures if there are multiple requesters)	DATE	(For each signature check one)		
SIGNATURE(S) of requester identified above		Property Owner	Elector	Both Owner and Elector
1. 	2/22/2024			X
2. 	2/22/2024			X

Pursuant to the provisions of Chapter 117, Wisconsin statutes, the signers of this request represent (check only one):

- A majority of the electors residing in the territory proposed for detachment
- The owners of 50 percent or more of the territory proposed for detachment

Mail the required filing fee, along with this request, to:	Secretary, School District Boundary Appeal Board Department of Public Instruction PO Box 7841 Madison, WI 53707-7841
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**Detachment from  
Cambria-Friesland Schools  
Appeal to SDBAB**

— Mark and Tracey Hoffmann —

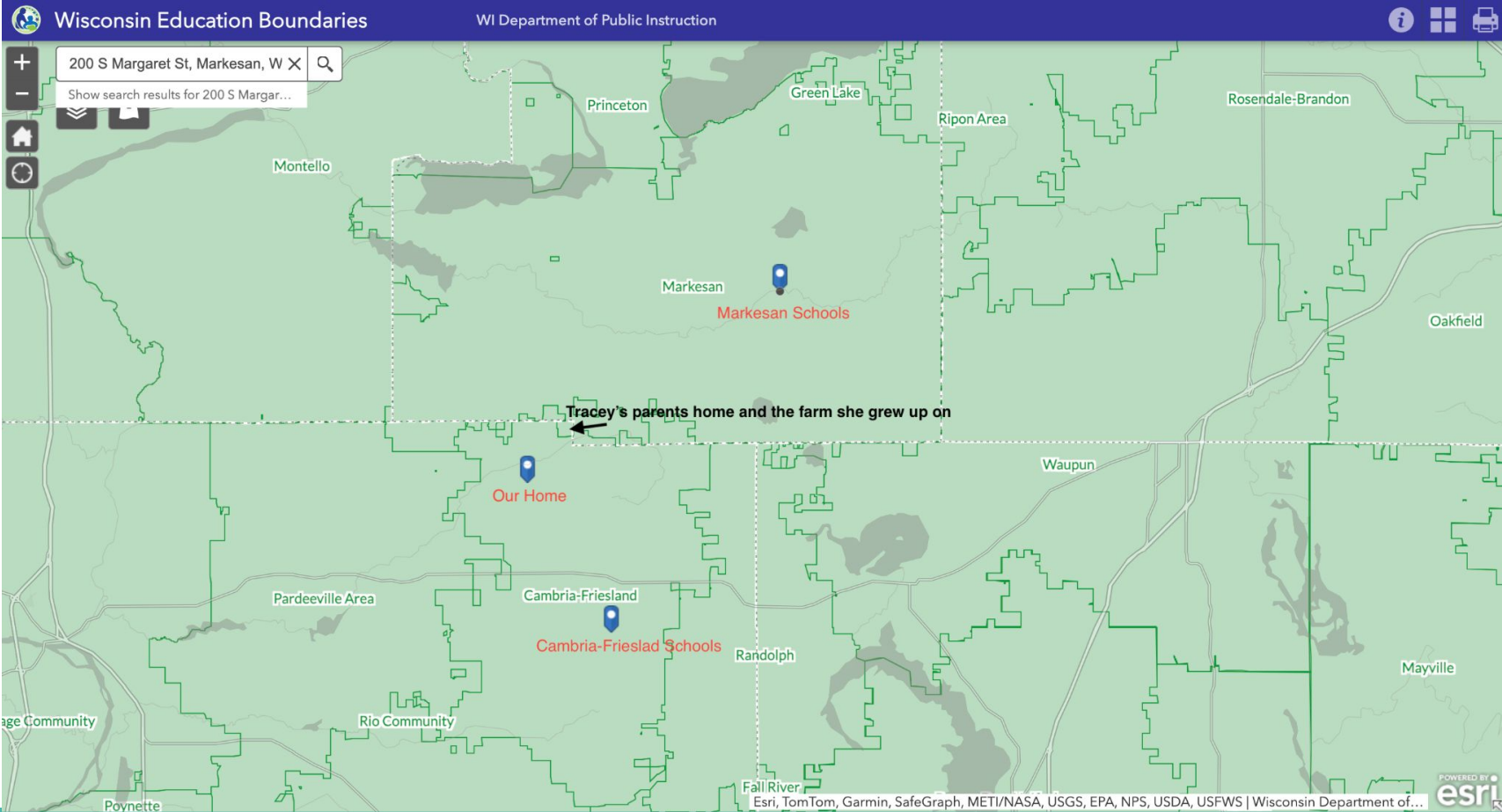
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**Criteria 1: The geographical and topographical characteristics of the affected school districts, including the estimated travel time to and from school for pupils in the school districts.**

- Girls are currently being picked up by their grandmother at 7am and taken to school in the morning. They are then dropped off at their grandparents house at 3:55, where they have to wait until 5:30 most nights to be picked up by their parents. If they could be dropped off at home, they would be there 1 ½ hours earlier because there is an in home babysitter there everyday with our youngest, non-school aged child.
- Fewer bus routes in the Cambria-Friesland School District means that students are on the bus for the same amount or more time than students in the Markesan School District.

# Map of where we are located in relation to each school.



# Cambria Bus Route

[AM Directions from Smith Bus Service](#)

[PM Directions from Smith Bus Service](#)

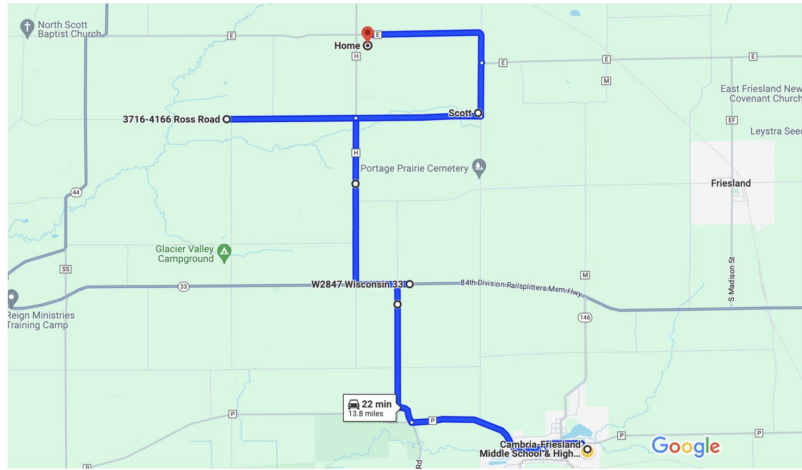
- Pick up time: 7:08-7:15 (2nd stop - arrive at school 7:45-7:50)
- Drop off time: 3:55-4:05 (5th stop - leave school 3:26-3:28)

5/1/24, 1:22 PM

Cambria-Friesland Middle School & High School to N9196 County Rd H - Google Maps

Google Maps

Cambria-Friesland Middle School & High School, 410 E Edgewater St, Cambria, WI 53923 to Home (N9196 County Rd H) Drive 13.8 miles, 22 min



Map data ©2024 5000 ft

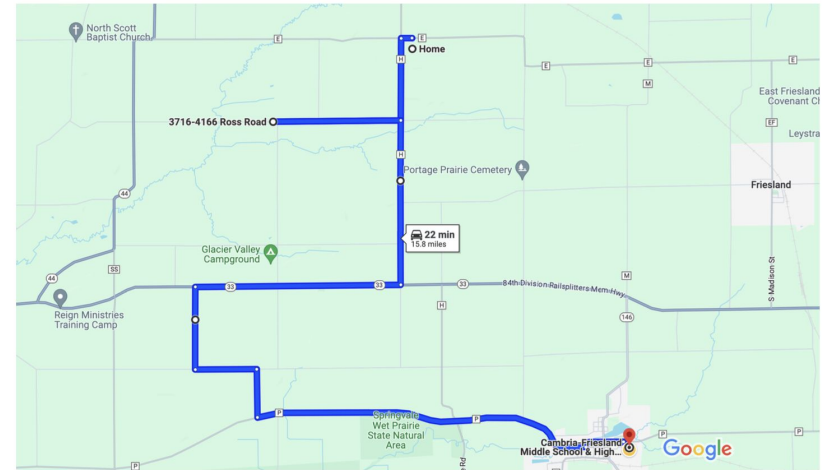
via Co Rd P and County Rd H 22 min  
22 min without traffic 13.8 miles

5/1/24, 1:10 PM

N9196 County Rd H to Cambria-Friesland Middle School & High School - Google Maps

Google Maps

Home (N9196 County Rd H) to Cambria-Friesland Middle School & High School, 410 E Edgewater St, Cambria, WI 53923 Drive 15.8 miles, 22 min



Map data ©2024 5000 ft

via County Rd H and Ross Rd 22 min  
22 min without traffic 15.8 miles

From School: [Direct Link to Google Maps](#)

To School: [Direct Link to Google Maps](#)

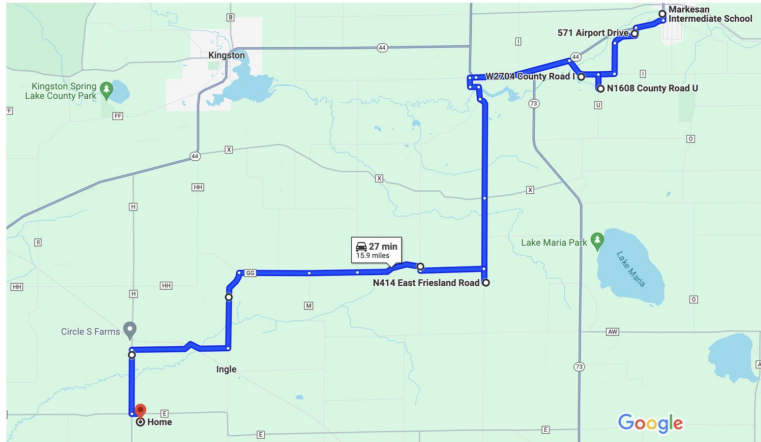
# Markesan Bus Route [Directions from Laper's Garage](#)

- Pick up time: 7:10 (3rd Stop - arrive at school at 7:45)
- Drop off time: 4:00 (14th stop - leave school at 3:30) - route will be modified to follow Inglehart Rd to Cty Rd E when the bridge on Inglehart is fixed.

5/1/24, 1:42 PM

Markesan Intermediate School to N9196 County Rd H - Google Maps

Google Maps Markesan Intermediate School, 200 S Margaret St, Markesan, WI 53946 to Home (N9196 County Rd H) Drive 15.9 miles, 27 min



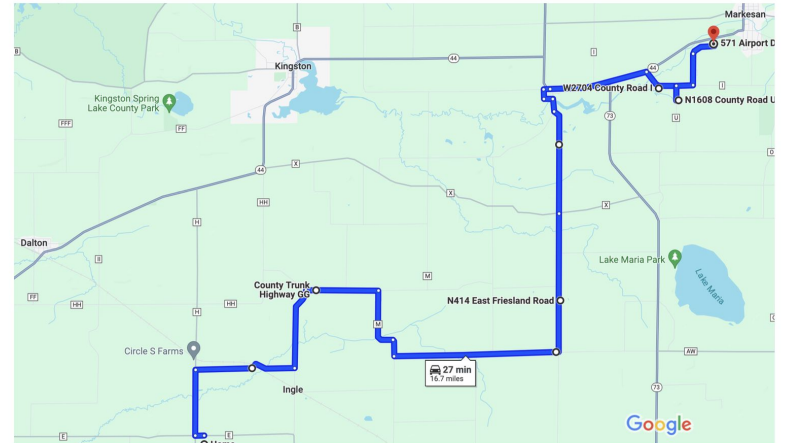
Map data ©2024 1 mi

via WI-44 S 27 min  
27 min without traffic 15.9 miles

5/1/24, 2:23 PM

N9196 County Rd H to 571 Airport Dr, Markesan, WI - Google Maps

Google Maps Home (N9196 County Rd H) to 571 Airport Dr, Markesan, WI 53946 Drive 16.7 miles, 27 min



Map data ©2024 1 mi

via Kowald Rd and Inglehart Rd 27 min  
27 min without traffic 16.7 miles

From School: [Direct Link to Google Maps](#)

To School: [Direct Link to Google Maps](#)



**Criteria 2: The educational needs of all of the children residing in the affected school districts, the educational programs currently offered by each affected school district and the ability and commitment of each school district to meet those needs and continue to offer those educational programs.**

- Cambria has started to cut staffing over the past couple of years and has trouble filling positions that are an academic necessity.
  - MS/HS Spanish position went vacant for the majority of 2023-2024 school year
  - MS/HS Science position was unable to be filled so a long term substitute was hired in part time capacity and some courses were canceled for the 2023-2024 school year.

# Cambria Course Offerings

## Academic Courses

- English
  - English 9
  - English 10
  - Novels A
  - Short Stories B
  - Technical Writing A
  - Creative Writing B
  - Shakespearean Literature A
  - AP English Literature and Composition
- Math
  - Algebra
  - Applied Math I & II
  - Mathematical Problem Solving
  - Geometry
  - Advanced Algebra
  - AP Statistics
  - AP Pre-Calculus
  - AP Calculus AB
- Science
  - Introduction to Physics and Chemistry
  - Biology
  - Environmental Science
  - Chemistry
  - AP Chemistry (alternate year)
  - Physics
  - AP Biology (alternate year)
- Health Education
  - Health
- Physical Education
  - 9th Grade Physical Education
  - Team Sports
  - Individual and Dual Activities
  - Active Lifestyle
- Social Studies
  - World Studies
  - US History
  - Civics A
  - Economics B
  - Current Events A
  - Street Law/Criminology B
  - AP US History

# Cambria Course Offerings Continued •

- **Agriculture (Must travel to Randolph)**

- Agricultural Leadership
- Agricultural Survey
- Animal Science I & II
- Small Animal Care and Management
- Environmental Conservation
- Farm and Business Management
- Horticulture

- **Business Education**

**(Must have enough students to run many of these courses)**

- Accounting I, II, III
- Computer Applications I (Introduction)
- Computer Applications II (Advanced)
- Marketing Principles
- Entrepreneurship
- Business Law
- Personal Finance
- Introduction to Computer Science
- AP Computer Science Principles
- AP Computer Science A (JAVA)

- **Family and Consumer Science**

- Food Prep
- Culinary Arts
- Adult Living
- Parent and Child
- Introduction to Early Childhood/Childcare
- Textile and Apparel Services
- Interior Design/Architecture

- **Art/Design Education**

- Art Fundamentals
- 3D Arts A
- Digital Arts B
- Independent Study
- Advanced Art

- **World Language**

- Spanish 1,2,3,4,5
- Developmental Spanish 1 & 2 (typically not run)

- **Music**

- Band
- Choir
- Band/Choir Split

- **Technical Education**

- **None**

# Cambria Course Offerings Continued

## Non-Distributive

- Yearbook
- Freshmen Success
- Post Secondary Options
- Student Assistant
- Leadership
- Youth Apprenticeship
- Work Experience

# Cambria Advanced Course Offerings and Credit Opportunities

## Transcribed/Youth Options Credit Courses

### Advanced Credit Courses and Offerings

- Dual Credit through Madison College
  - Microsoft Office (1 credit)
  - Microsoft Word (1 credit)
  - Microsoft Excel (1 credit)
  - Microsoft Access (1 credit)
  - Microsoft PowerPoint (1 credit)
  - Accounting I and II (4 credits)
  - Entrepreneurship
  - Marketing
- **No longer has a partnership with Marian for Spanish**

### Advanced Placement Course

- AP US History
- AP English Literature and Composition
- AP Statistics
- AP Pre Calculus
- AP Calculus AB
- AP Biology (alternate years)
- AP Chemistry (alternate years)
- AP Computer Science Principles
- AP Computer Science A (JAVA)

***(course are only run if there are enough students signed up)***

# Cambria Extra Curricular/Sports Opportunities

## Sports

- Cross Country (Co-op)
- Football (Co-op or 8 man team next season?)
- Volleyball
- Girls Basketball
- Boys Basketball
- Boys Wrestling (Co-op)
- Baseball
- Boys Golf
- Softball
- Track (Co-op)

## Clubs

- Educators Rising
- Hosa
- Key Club
- Spanish Club
- Trapshooting

## Contests

- Academic Team
- Esports
- Forensics
- Math Team

## Drama/Music

- Spring Musical

## Organizations

- FBLA
- FCCLA
- FFA
- NHS
- Spring Play
- Student Council
- Yearbook

# Cambria Athletics Accomplishments

## Conference Championships (past six years):

Football - 2022

Girls Track (RCF)- 2022, 2023

Boys Track (RCF)- 2022, 2023

## Regional Championships (past six years)

Boys Basketball - 2022, 2023

## Team State Tournament Appearances (past six years)

None

**\*No Individual State Qualifiers (past six years)**

**\*2 Conference Player of the Year Athletes (past six years)**

# Cambria Middle School Extra-Curricular/Sports Opportunities

## Sports

- Football
- Volleyball
- Girls Basketball
- Boys Basketball
- Softball
- Track (Co-op)

## Contests

- 

## Drama/Music

- Fall Play

## Organizations

- Destination Imagination
- Student Council

## Clubs

- Builders Club
- Educators Rising



# Markesan Course Offerings

## Academic Courses

- English

- Independent English
- Communications 1 A/B
- Communications 2 A/B
- Communications 3 A/B
- AP English Lit & Comp A/B
- Written Communication

- Mathematics

- Independent Math
- Math Review A/B
- Pre-Algebra A/B
- Algebra Concepts A/B
- Geometry A/B
- Advanced Algebra A/B
- Pre-Calculus A/B
- Consumer Math
- \*Introduction to College Math
- 5th Yr. Discrete Math A/B

- Science

- Independent Science
- Physical Science
- Biology A/B
- Earth Science A/B
- Environmental Science A/B
- Exploratory Chemistry A/B
- Chemistry A/B
- Advanced Chemistry A/B
- Physics A/B
- AP Biology A/B
- \*Basic Anatomy

- Health Education

- Health
- Advanced Health/CPR
- \*Medical Terms

- Physical Education

- Adaptive Physical Education
- PE 9/10 A/B
- PE 11/12 A/B
- Wt Training/Aerobics A/B
- Lifetime Fitness A/B

- Social Studies

- Independent Social Studies
- US History A/B
- AP US History A/B
- AP World History A/B
- Global Studies A/b
- Psychology
- Economics
- Sociology
- Introduction to Criminal Justice

# Markesan Course Offerings Continued

## Elective Courses

- Agriculture

- Intro to Agri-Science A/B
- Large Animal Science A/B
- Small Animal & Vet Science A/B
- Horticulture & Plant Science A/B
- Natural Resources A/B
- Ag Leadership A/B
- Landscaping A/B
- Ag Technology A/B

- Business Education

- Computers 1, 2, 3
- Career Opportunities
- Personal Finance
- Accounting A
- Introduction to Business A

- Family and Consumer Science

- Food 1, 2, 3
- Independent Living Skills A
- Textile and Design B
- Parenting
- Family Living

- Art/Design Education

- Art Survey 1
- Glass Art
- Photoshop
- Graphic Design
- Adobe Illustrator
- Ceramics I, II, III
- 2-D Art I, II
- 3D Art I, II
- Advanced Studio A/B

- World Language

- Spanish 1, 2, 3, 4

- Music

- Band A/B
- Choir A/B
- Guitar 1, 2
- Piano

- Industrial Education

- Intro to Woods Technology
- Intro to Metal Technology
- Basic Woodworking
- Cabinetmaking
- Construction Concepts A/B
- Basic AutoCAD
- Advanced AutoCAD
- Metal Processes
- Metal Fabrication
- Computer Aided Machining
- Home and Car Maintenance

# Markesan Course Offerings Continued

## Non-Distributive

- Teacher's Assistant
- Yearbook A/B
- Senior Work Project
- Driver's Education
- Principles of Leadership
- Youth Apprenticeship
- Tutoring

# Markesan Advanced Course Offerings and Credit Opportunities

## Transcripted/Youth Options Credit Courses

### Advanced Credit Courses and Offerings

- MPTC - Moraine Park Technical College
  - Computer 1 - with MPTC
    - Microsoft Word (103-160) 2 credits
    - Microsoft Windows (103-189) 1 credit
  - Computer 2 - with MPTC
    - Microsoft Powerpoint (103-182) 2 credits
    - Microsoft Excel (103-180) 2 credits
  - Computer 3 - with MPTC
    - Microsoft Access (103-181) 2 credits
  - Photoshop - with MPTC
    - Photoshop (103-170) 2 credits
  - Graphic Design - with MPTC
    - Principles of Graphic Design (204-165) 2 credits
  - Graphics 3 (Adobe Illustrator) - with MPTC
    - Electronic Illustration (204-141) 2 credits
  - Certified Nursing Assistant (Taught by Registered Nurse)
    - Basic Nursing Assistant (543-300) 2 credits
- In-School - On-line Courses
  - Basic Anatomy - with MPTC
    - Basic Anatomy and Physiology (806-169) 3 credits

### Advanced Placement Course

- AP US History
- AP World History
- AP English Literature and Composition
- AP Calculus AB (online)
- AP Advanced Biology

### College Courses with UW-Madison Extension

- German 4
  - Second Semester German (U424-102) 4 credits
- Spanish 4
  - Second Semester Spanish (U912-102) 4 credits

# Markesan - Edgenuity

**Many students have interests in courses that cannot be offered in the small school setting. In order to provide the most robust education for their students, Markesan offer the ability to take course online that are not offered in school.**

Some examples are:

- many in health care
- Business
- pre-law courses
- Intro to teaching
- Forensic Science
- French
- AP courses not offered in person

Courses recently taken on Edgenuity:

- Fundamentals of Digital Media
- Careers in Allied Health
- Careers In Marketing Research
- Intro to Ag,Food, Nat Resources
- Intro to Human Growth and Development
- Nursing Unlimited
- German II A
- Career Management
- Forensics A
- Intro to Information Technology
- AP Computer Science

# Markesan High School Extra-Curricular/Sports Opportunities

## Sports

- Cross Country
- Football
- Volleyball
- Boys Basketball
- Girls Basketball
- Wrestling
- Gymnastics
- Golf
- Baseball
- Softball
- Track
- Tae-Kwon-Do

## Clubs

- Art Club
- Trap Shooting Club
- Science Club
- Chess Club
- Anime Club

## Contests

- Academic Bowl
- Forensics
- Math Bowl

## Drama/Music

- Fall Play
- Spring Musical
- Color Guard
- Jazz Band

## Organizations

- FFA
- Student Council
- National Honor Society
- Yearbook
- FCCLA

# Markesan Athletics Accomplishments

## Conference Championships (past six years):

Wrestling - 2020, 2022, 2023, 2024

Baseball - 2019, 2021, 2022, 2023

Girls Basketball - 2019

Boys Basketball - 2020

Softball - 2019

Academic Bowl - 2019, 2021, 2022

## Regional Championships (past six years)

Girls Basketball - 2019

Baseball - 2019, 2021

Volleyball - 2020

Wrestling - 2020, 2021

Boys Basketball - 2020

## Team State Tournament Appearances (past six years)

Baseball - 2019

**\*22 Individual State Qualifiers (past six years)**

**\*19 Conference Player of the Year Athletes (past six years)**

# Markesan Middle School Extra-Curricular/Sports Opportunities

## Sports

- Volleyball
- Football
- Cross Country
- Basketball
- Wrestling
- Track
- Baseball
- Softball
- Tae-kwon-do

\*The only sports 6th graders can participate in are Cross Country and Track.

## Clubs

- Art Club
- Trap Shooting Club

## Contests

- Spelling Bee

## Drama/Music

- Fall Play
- Spring Musical

## Organizations

- FFA
- Student Council
- Yearbook

\*Tae-kwon-do is also available at the elementary school.



**Criteria 2m: If territory is proposed to be detached from one school district and attached to an adjoining school district, whether the proposed detachment will have any adverse effect on the program currently offered by the school district from which the territory is proposed to be detached, including both curricular and extracurricular aspects of that program.**

- The girls are already attending Markesan Schools through school choice.
  - School choice is not a guarantee. At any point in time it could be revoked by legislators. With as much political turmoil that we are seeing in society right now, it is always something that we think about.
  - If school choice were to be revoked in the middle of their academic careers, it would have an adverse affect on our daughters, both emotionally and academically.

## Criteria 3: The testimony of and written statements filed by the residents of the affected school districts.

### Personal Testimony

- Attending Markesan was always the plan.
  - We owned a home in Markesan from 2008-2016 at 150 N Margaret St, right on the main highway that runs through town.
  - At the time of our move, we had two children, a two and a half year old and a six month old.
  - We moved to our forever home in December 2016 to N9196 Cty Rd H just north of Cambria, near Tracey's parents farm.
  - We filed for Open enrollment in February 2018 to Markesan for our oldest daughter, H [REDACTED]. She was already attending 3K at Sunshine Nursery School in Markesan, where all of Tracey and her siblings, and all of the nieces and nephews attended.
    - [Email confirmation from DPI](#)
  - We retracted our open enrollment retracted due to pressure from the Cambria Superintendent at that time.
    - At the time Tracey was working in the Cambria School District and Mark was a school board member.
    - The Cambria Superintendent didn't think it looked good that a district employee and school board members children were being open-enrolled out of the district.

# Personal Testimony

- Family Ties
  - Tracey's mother is a well-respected educator who has taught in the district for 30+ years
  - Tracey, her siblings, and her paternal cousins all attended and graduated from Markesan
  - Tracey and her siblings grew up on a 5th generation family farm that is in the Markesan School District
    - Tracey's family is being honored in Markesan June Dairy Days festivities this year as this years Farm Family.
  - Tracey's siblings have the privilege of coaching their children and nieces and nephews
  - It was difficult for the girls to be on the outside all of the time while the rest of their cousins were always together and supporting each other.
  - It has been a great support for our nieces and nephews to be able to attend their sporting events because our time is not being split between two schools.
- Civic Duties
  - We want the opportunity to vote for referendums that pertain to our kids education
  - We want the opportunity to run for school board and vote for the school board members that are dictating how our school is being operated

# Personal Testimony

- Personal Testimony Letters
  - [\[Redacted\] Letter](#)
  - [\[Redacted\] Letter](#)
  - [Mark and Tracey's Letter](#)
  - [Jean's Letter](#)

# School Report Cards 2015-2016



FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE

## Markesan

### District Report Card | 2015-16 | Summary

#### Overall Score



Exceeds Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★☆
Meets Expectations	63-72.9 ★★★☆☆
Meets Few Expectations	53-62.9 ★★☆☆☆
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

#### District Information

Grades K4-12 Enrollment	829
Within District Mobility	0.0%
Between District Mobility	2.2%
<b>Race/Ethnicity</b>	
American Indian or Alaskan Native	0.2%
Asian	0.0%
Black or African American	0.8%
Hispanic/Latino	11.5%
Native Hawaiian or Other Pacific Islander	0.0%
White	85.0%
Two or More Races	1.4%
<b>Student Groups</b>	
Students with Disabilities	6.9%
Economically Disadvantaged	37.1%
Limited English Proficient	4.2%

Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for districts that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all districts. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://dpi.wi.gov/accountability/report-cards>.

Wisconsin Department of Public Instruction | [dpi.wi.gov](http://dpi.wi.gov)

Report cards for different types of schools or districts should not be directly compared.

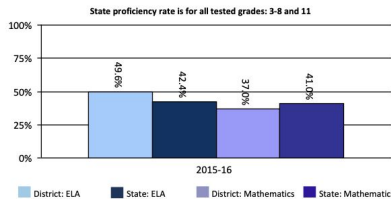
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Priority Areas	District Score	Max Score	State Score	Max Score
<b>Student Achievement</b>	<b>65.2/100</b>		<b>67.5/100</b>	
English Language Arts (ELA) Achievement	34.3/50		33.6/50	
Mathematics Achievement	30.9/50		33.9/50	
<b>Student Growth</b>	<b>83.1/100</b>		<b>66.0/100</b>	
English Language Arts (ELA) Growth	46.3/50		33.0/50	
Mathematics Growth	36.8/50		33.0/50	
<b>Closing Gaps</b>	<b>80.3/100</b>		<b>60.8/100</b>	
English Language Arts (ELA) Achievement Gaps	50.0/50		16.7/25	
Mathematics Achievement Gaps	30.3/50		16.2/25	
Graduation Rate Gaps	NA/NA		27.9/50	
<b>On-Track and Postsecondary Readiness</b>	<b>88.5/100</b>		<b>86.6/100</b>	
Graduation Rate	37.7/40		36.4/40	
Attendance Rate	37.6/40		37.0/40	
3rd Grade English Language Arts (ELA) Achievement	6.1/10		6.8/10	
8th Grade Mathematics Achievement	7.1/10		6.4/10	

Student Engagement Indicators	Total Deductions: 0
Test Participation Lowest Group Rate (goal ≥95%)	NA
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

#### Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Forward Exam (grades 3-8), ACT (grade 11) and Dynamic Learning Maps (grades 3-8 and 11).



[Link to Full Report Cards for 2015-2016](#)

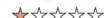
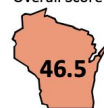


FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE

## Cambria-Friesland

### District Report Card | 2015-16 | Summary

#### Overall Score



Fails to Meet Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★☆
Meets Expectations	63-72.9 ★★★☆☆
Meets Few Expectations	53-62.9 ★★☆☆☆
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

#### District Information

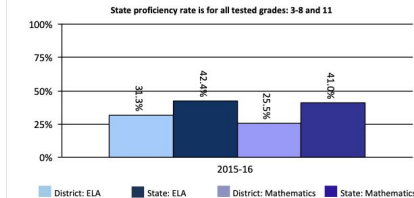
Grades K4-12 Enrollment	399
Within District Mobility	0.0%
Between District Mobility	9.3%
<b>Race/Ethnicity</b>	
American Indian or Alaskan Native	0.0%
Asian	0.8%
Black or African American	0.8%
Hispanic/Latino	14.8%
Native Hawaiian or Other Pacific Islander	0.0%
White	83.2%
Two or More Races	0.5%
<b>Student Groups</b>	
Students with Disabilities	13.5%
Economically Disadvantaged	50.1%
Limited English Proficient	8.0%

Priority Areas	District Score	Max Score	State Score	Max Score
<b>Student Achievement</b>	<b>55.7/100</b>		<b>67.5/100</b>	
English Language Arts (ELA) Achievement	28.8/50		33.6/50	
Mathematics Achievement	26.9/50		33.9/50	
<b>Student Growth</b>	<b>15.7/100</b>		<b>66.0/100</b>	
English Language Arts (ELA) Growth	12.1/50		33.0/50	
Mathematics Growth	3.6/50		33.0/50	
<b>Closing Gaps</b>	<b>45.0/100</b>		<b>60.8/100</b>	
English Language Arts (ELA) Achievement Gaps	20.9/50		16.7/25	
Mathematics Achievement Gaps	24.1/50		16.2/25	
Graduation Rate Gaps	NA/NA		27.9/50	
<b>On-Track and Postsecondary Readiness</b>	<b>85.9/100</b>		<b>86.6/100</b>	
Graduation Rate	37.6/40		36.4/40	
Attendance Rate	37.7/40		37.0/40	
3rd Grade English Language Arts (ELA) Achievement	6.9/10		6.8/10	
8th Grade Mathematics Achievement	3.7/10		6.4/10	

Student Engagement Indicators	Total Deductions: 0
Test Participation Lowest Group Rate (goal ≥95%)	NA
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

#### Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Forward Exam (grades 3-8), ACT (grade 11) and Dynamic Learning Maps (grades 3-8 and 11).



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for districts that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all districts. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://dpi.wi.gov/accountability/report-cards>.

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Report cards for different types of schools or districts should not be directly compared.

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# School Report Cards 2016-17



FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE

November 21st, 2017

## Markesan

### District Report Card | 2016-17 | Summary

#### Overall Score



Significantly Exceeds Expectations

Overall Accountability Ratings	Score
Significantly Exceeds	83-100
Expectations	★★★★★
Exceeds	73-82.9
Expectations	★★★★★
Meets	63-72.9
Expectations	★★★★★
Meets Few	53-62.9
Expectations	★★★★★
Fails to Meet	0-52.9
Expectations	★★★★★

#### District Information

Grades	K4-12
Enrollment	816
Within District Mobility	0.0%
Between District Mobility	4.3%
<b>Race/Ethnicity</b>	
American Indian or Alaskan Native	0.2%
Asian	0.0%
Black or African American	1.6%
Hispanic/Latino	11.3%
Native Hawaiian or Other Pacific Islander	0.1%
White	85.4%
Two or More Races	1.3%
<b>Student Groups</b>	
Students with Disabilities	8.1%
Economically Disadvantaged	34.2%
Limited English Proficient	4.0%

Priority Areas	District Max Score	State Max Score	Max Score
<b>Student Achievement</b>	<b>67.4/100</b>	<b>66.7/100</b>	
English Language Arts (ELA) Achievement	37.2/50	34.3/50	
Mathematics Achievement	30.2/50	32.4/50	
<b>District Growth</b>	<b>97.3/100</b>	<b>66.0/100</b>	
English Language Arts (ELA) Growth	50.0/50	33.0/50	
Mathematics Growth	47.3/50	33.0/50	
<b>Closing Gaps</b>	<b>89.5/100</b>	<b>61.7/100</b>	
English Language Arts (ELA) Achievement Gaps	49.9/50	17.3/25	
Mathematics Achievement Gaps	39.6/50	16.8/25	
Graduation Rate Gaps	NA/NA	27.6/50	
<b>On-Track and Postsecondary Readiness</b>	<b>89.0/100</b>	<b>86.5/100</b>	
Graduation Rate	37.3/40	36.4/40	
Attendance Rate	37.4/40	37.1/40	
3rd Grade English Language Arts (ELA) Achievement	6.9/10	7.0/10	
8th Grade Mathematics Achievement	7.4/10	6.0/10	

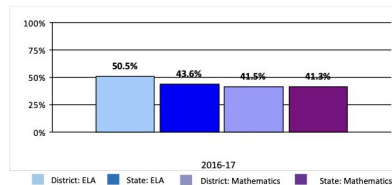
#### Student Engagement Indicators

Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

#### Total Deductions: 0

#### Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Forward Exam (grades 3-8), ACT (grade 11), and Dynamic Learning Maps (grades 3-8 and 11)  
State proficiency is for all tested grades: 3-8 and 11



\*Note: Outlier score fluctuation is noted by ^ when any school or district report card has a 10-point or greater change (up or down) in both Overall Score and Growth Score. This amount of change may or may not be reflective of actual school/district performance. DPI encourages review of other priority area scores in the detailed report card for a better understanding of school performance. Details: <http://dpi.wi.gov/accountability/report-cards>

FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE

November 21st, 2017



## Cambria-Friesland

### District Report Card | 2016-17 | Summary

#### Overall Score



Meets Expectations^

\*Outlier change in score from last year (see below)

Overall Accountability Ratings	Score
Significantly Exceeds	83-100
Expectations	★★★★★
Exceeds	73-82.9
Expectations	★★★★★
Meets	63-72.9
Expectations	★★★★★
Meets Few	53-62.9
Expectations	★★★★★
Fails to Meet	0-52.9
Expectations	★★★★★

#### District Information

Grades	K4-12
Enrollment	390
Within District Mobility	0.0%
Between District Mobility	7.7%
<b>Race/Ethnicity</b>	
American Indian or Alaskan Native	0.5%
Asian	0.8%
Black or African American	1.0%
Hispanic/Latino	12.3%
Native Hawaiian or Other Pacific Islander	0.0%
White	84.1%
Two or More Races	1.3%
<b>Student Groups</b>	
Students with Disabilities	12.6%
Economically Disadvantaged	45.1%
Limited English Proficient	4.9%

Priority Areas	District Max Score	State Max Score	Max Score
<b>Student Achievement</b>	<b>53.6/100</b>	<b>66.7/100</b>	
English Language Arts (ELA) Achievement	29.2/50	34.3/50	
Mathematics Achievement	24.5/50	32.4/50	
<b>District Growth</b>	<b>64.2/100</b>	<b>66.0/100</b>	
English Language Arts (ELA) Growth	39.7/50	33.0/50	
Mathematics Growth	24.5/50	33.0/50	
<b>Closing Gaps</b>	<b>57.2/100</b>	<b>61.7/100</b>	
English Language Arts (ELA) Achievement Gaps	39.8/50	17.3/25	
Mathematics Achievement Gaps	17.4/50	16.8/25	
Graduation Rate Gaps	NA/NA	27.6/50	
<b>On-Track and Postsecondary Readiness</b>	<b>83.9/100</b>	<b>86.5/100</b>	
Graduation Rate	36.6/40	36.4/40	
Attendance Rate	37.4/40	37.1/40	
3rd Grade English Language Arts (ELA) Achievement	6.5/10	7.0/10	
8th Grade Mathematics Achievement	3.4/10	6.0/10	

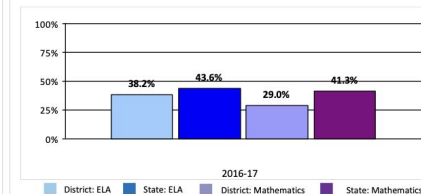
#### Student Engagement Indicators

Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

#### Total Deductions: 0

#### Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Forward Exam (grades 3-8), ACT (grade 11), and Dynamic Learning Maps (grades 3-8 and 11)  
State proficiency is for all tested grades: 3-8 and 11



\*Note: Outlier score fluctuation is noted by ^ when any school or district report card has a 10-point or greater change (up or down) in both Overall Score and Growth Score. This amount of change may or may not be reflective of actual school/district performance. DPI encourages review of other priority area scores in the detailed report card for a better understanding of school performance. Details: <http://dpi.wi.gov/accountability/report-cards>

# School Report Cards 2017-2018



FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE November 13, 2018

## Markesan District Report Card | 2017-18 | Summary

### Overall Score



★★★★★

Significantly Exceeds Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	★★★★★
Exceeds	73-82.9
Expects	★★★★☆
Meets	63-72.9
Expects	★★★☆☆
Meets Few	53-62.9
Expects	★★☆☆☆
Fails to Meet	0-52.9
Expects	★☆☆☆☆

### District Information

Grades	K4-12
Enrollment	782
Within District Mobility	0.0%
Between District Mobility	5.0%

### Race/Ethnicity

American Indian or Alaskan Native	0.3%
Asian	0.0%
Black or African American	1.9%
Hispanic/Latino	10.5%
Native Hawaiian or Other Pacific Islander	0.1%
White	85.2%
Two or More Races	1.7%

### Student Groups

Students with Disabilities	8.8%
Economically Disadvantaged	33.0%
English Learners	4.1%

\*Note: Outlier score fluctuation is noted by ^ when any school or district report card has a 10-point or greater change (up or down) in its Overall Score. This amount of change in a single year is considered an outlier, and may or may not be reflective of actual school/district change in performance. Careful and cautious review of the report card and all supplemental pages is recommended. For assistance in better understanding this report card, contact the Office of Educational Accountability: [reportcardhelp@dpi.wi.gov](mailto:reportcardhelp@dpi.wi.gov).

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Priority Areas	District Score	Max Score	State Score	Max Score
<b>Student Achievement</b>	<b>67.9/100</b>		<b>63.0/100</b>	
English Language Arts (ELA) Achievement	36.6/50		32.1/50	
Mathematics Achievement	31.3/50		30.9/50	
<b>District Growth</b>	<b>95.5/100</b>		<b>66.0/100</b>	
English Language Arts (ELA) Growth	49.2/50		33.0/50	
Mathematics Growth	46.3/50		33.0/50	
<b>Closing Gaps</b>	<b>94.8/100</b>		<b>67.9/100</b>	
English Language Arts (ELA) Achievement Gaps	50.0/50		17.8/25	
Mathematics Achievement Gaps	44.8/50		17.3/25	
Graduation Rate Gaps	NA/NA		32.8/50	
<b>On-Track and Postsecondary Readiness</b>	<b>89.5/100</b>		<b>85.0/100</b>	
Graduation Rate	37.5/40		36.3/40	
Attendance Rate	37.6/40		36.7/40	
3rd Grade English Language Arts (ELA) Achievement	6.8/10		6.3/10	
8th Grade Mathematics Achievement	7.6/10		5.7/10	

Priority Area Weights	Percentage Weight
Student Achievement	26.3%
District Growth	23.7%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

Note: For details about how weights are determined, see weighting calculator: [https://oea-dpi.shinyapps.io/overall\\_weighting\\_calculator/](https://oea-dpi.shinyapps.io/overall_weighting_calculator/)

Student Engagement Indicators	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

### Test Participation Information

Group	Includes Forward Exam (grades 3-8), ACT (grade 11), and Dynamic Learning Maps (grades 3-8 and 11)			
	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	100%	99.7%	100%	99.8%
Lowest Subgroup Rate: Hispanic	100%	99.2%	100%	99.2%

[Link to Full Report Cards for 2017-2018](#)

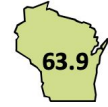


FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE

November 13, 2018

## Cambria-Friesland District Report Card | 2017-18 | Summary

### Overall Score



★★★★☆

Meets Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds	★★★★★
Exceeds	73-82.9
Expects	★★★★☆
Meets	63-72.9
Expects	★★★☆☆
Meets Few	53-62.9
Expects	★★☆☆☆
Fails to Meet	0-52.9
Expects	★☆☆☆☆

### District Information

Grades	K4-12
Enrollment	383
Within District Mobility	0.0%
Between District Mobility	10.2%

### Race/Ethnicity

American Indian or Alaskan Native	0.5%
Asian	0.8%
Black or African American	0.8%
Hispanic/Latino	13.6%
Native Hawaiian or Other Pacific Islander	0.0%
White	82.8%
Two or More Races	1.6%

### Student Groups

Students with Disabilities	14.6%
Economically Disadvantaged	45.2%
English Learners	5.2%

Priority Areas	District Score	Max Score	State Score	Max Score
<b>Student Achievement</b>	<b>51.8/100</b>		<b>63.0/100</b>	
English Language Arts (ELA) Achievement	27.5/50		32.1/50	
Mathematics Achievement	24.3/50		30.9/50	
<b>District Growth</b>	<b>56.6/100</b>		<b>66.0/100</b>	
English Language Arts (ELA) Growth	32.1/50		33.0/50	
Mathematics Growth	24.5/50		33.0/50	
<b>Closing Gaps</b>	<b>61.1/100</b>		<b>67.9/100</b>	
English Language Arts (ELA) Achievement Gaps	38.4/50		17.8/25	
Mathematics Achievement Gaps	22.7/50		17.3/25	
Graduation Rate Gaps	NA/NA		32.8/50	
<b>On-Track and Postsecondary Readiness</b>	<b>84.6/100</b>		<b>85.0/100</b>	
Graduation Rate	37.5/40		36.3/40	
Attendance Rate	37.8/40		36.7/40	
3rd Grade English Language Arts (ELA) Achievement	6.3/10		6.3/10	
8th Grade Mathematics Achievement	3.0/10		5.7/10	

Priority Area Weights	Percentage Weight
Student Achievement	18.2%
District Growth	31.8%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

Note: For details about how weights are determined, see weighting calculator: [https://oea-dpi.shinyapps.io/overall\\_weighting\\_calculator/](https://oea-dpi.shinyapps.io/overall_weighting_calculator/)

Student Engagement Indicators	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

### Test Participation Information

Group	Includes Forward Exam (grades 3-8), ACT (grade 11), and Dynamic Learning Maps (grades 3-8 and 11)			
	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	98.9%	99.3%	98.4%	99.1%
Lowest Subgroup Rate: SwD	100%	100%	95.7%	98.6%

\*Note: Outlier score fluctuation is noted by ^ when any school or district report card has a 10-point or greater change (up or down) in its Overall Score. This amount of change in a single year is considered an outlier, and may or may not be reflective of actual school/district change in performance. Careful and cautious review of the report card and all supplemental pages is recommended. For assistance in better understanding this report card, contact the Office of Educational Accountability: [reportcardhelp@dpi.wi.gov](mailto:reportcardhelp@dpi.wi.gov).

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# School Report Cards 2018-2019

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE November 12th, 2019

## Markesan District Report Card | 2018-19 | Summary

**Overall Score**

**79.0**  
★★★★★  
Exceeds Expectations

**Overall Accountability Ratings**

Significantly Exceeds	83-100
Expectations	★★★★★
Exceeds	73-82.9
Expectations	★★★★☆
Meets	63-72.9
Expectations	★★★☆☆
Meets Few	53-62.9
Expectations	★★☆☆☆
Fails to Meet	0-52.9
Expectations	☆☆☆☆☆

**District Information**

Grades	K4-12
Enrollment	814
Within District Mobility	0.0%
Between District Mobility	4.4%

**Race/Ethnicity**

American Indian or Alaskan Native	0.2%
Asian	0.6%
Black or African American	1.8%
Hispanic/Latino	9.2%
Native Hawaiian or Other Pacific Islander	0.1%
White	84.9%
Two or More Races	3.1%

**Student Groups**

Students with Disabilities	10.2%
Economically Disadvantaged	37.8%
English Learners	3.9%

**Priority Areas**

Priority Areas	District Score	Max Score	State Score	Max Score
<b>Student Achievement</b>	<b>68.9/100</b>		<b>62.3/100</b>	
English Language Arts (ELA) Achievement	36.2/50		31.6/50	
Mathematics Achievement	32.7/50		30.7/50	
<b>District Growth</b>	<b>72.7/100</b>		<b>66.0/100</b>	
English Language Arts (ELA) Growth	35.9/50		33.0/50	
Mathematics Growth	36.8/50		33.0/50	
<b>Closing Gaps</b>	<b>85.6/100</b>		<b>68.8/100</b>	
English Language Arts (ELA) Achievement Gaps	43.4/50		18.1/25	
Mathematics Achievement Gaps	42.2/50		18.0/25	
Graduation Rate Gaps	NA/NA		32.7/50	
<b>On-Track and Postsecondary Readiness</b>	<b>88.5/100</b>		<b>84.8/100</b>	
Graduation Rate	37.7/40		36.3/40	
Attendance Rate	37.8/40		36.6/40	
3rd Grade English Language Arts (ELA) Achievement	6.3/10		6.2/10	
8th Grade Mathematics Achievement	6.7/10		5.7/10	

**Priority Area Weights**

Priority Area Weights	Percentage Weight
Student Achievement	23.1%
District Growth	26.9%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

**Student Engagement Indicators**

Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

**Test Participation Information**

Includes Forward Exam (grades 3-8), ACT Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (3-11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	99.8%	99.7%	100%	99.8%
Lowest Subgroup Rate: EL	97.6%	99.0%	100%	100%

**District Information**

Grades	K4-12
Enrollment	371
Within District Mobility	0.0%
Between District Mobility	9.4%

**Race/Ethnicity**

American Indian or Alaskan Native	0.3%
Asian	0.8%
Black or African American	0.8%
Hispanic/Latino	15.6%
Native Hawaiian or Other Pacific Islander	0.0%
White	80.9%
Two or More Races	1.6%

**Student Groups**

Students with Disabilities	14.3%
Economically Disadvantaged	50.7%
English Learners	6.2%

**District Information**

Grades	K4-12
Enrollment	371
Within District Mobility	0.0%
Between District Mobility	9.4%

**Race/Ethnicity**

American Indian or Alaskan Native	0.3%
Asian	0.8%
Black or African American	0.8%
Hispanic/Latino	15.6%
Native Hawaiian or Other Pacific Islander	0.0%
White	80.9%
Two or More Races	1.6%

**Student Groups**

Students with Disabilities	14.3%
Economically Disadvantaged	50.7%
English Learners	6.2%

\* denotes at least a 10-point Overall Score change in a single year when present. Wisconsin DPI considers this amount of change an outlier which may not reflect the actual magnitude of change in performance.

[Link to Full Report Cards for 2018-2019](#)

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE November 12th, 2019

## Cambria-Friesland District Report Card | 2018-19 | Summary

**Overall Score**

**66.5**  
★★★☆☆  
Meets Expectations

**Overall Accountability Ratings**

Significantly Exceeds	83-100
Expectations	★★★★★
Exceeds	73-82.9
Expectations	★★★★☆
Meets	63-72.9
Expectations	★★★☆☆
Meets Few	53-62.9
Expectations	★★☆☆☆
Fails to Meet	0-52.9
Expectations	☆☆☆☆☆

**District Information**

Grades	K4-12
Enrollment	371
Within District Mobility	0.0%
Between District Mobility	9.4%

**Race/Ethnicity**

American Indian or Alaskan Native	0.3%
Asian	0.8%
Black or African American	0.8%
Hispanic/Latino	15.6%
Native Hawaiian or Other Pacific Islander	0.0%
White	80.9%
Two or More Races	1.6%

**Student Groups**

Students with Disabilities	14.3%
Economically Disadvantaged	50.7%
English Learners	6.2%

**Priority Areas**

Priority Areas	District Score	Max Score	State Score	Max Score
<b>Student Achievement</b>	<b>51.1/100</b>		<b>62.3/100</b>	
English Language Arts (ELA) Achievement	27.6/50		31.6/50	
Mathematics Achievement	23.5/50		30.7/50	
<b>District Growth</b>	<b>63.2/100</b>		<b>66.0/100</b>	
English Language Arts (ELA) Growth	32.1/50		33.0/50	
Mathematics Growth	31.1/50		33.0/50	
<b>Closing Gaps</b>	<b>62.4/100</b>		<b>68.8/100</b>	
English Language Arts (ELA) Achievement Gaps	35.0/50		18.1/25	
Mathematics Achievement Gaps	27.4/50		18.0/25	
Graduation Rate Gaps	NA/NA		32.7/50	
<b>On-Track and Postsecondary Readiness</b>	<b>84.1/100</b>		<b>84.8/100</b>	
Graduation Rate	37.1/40		36.3/40	
Attendance Rate	37.5/40		36.6/40	
3rd Grade English Language Arts (ELA) Achievement	6.3/10		6.2/10	
8th Grade Mathematics Achievement	3.2/10		5.7/10	

**Priority Area Weights**

Priority Area Weights	Percentage Weight
Student Achievement	14.5%
District Growth	35.5%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

**Student Engagement Indicators**

Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

**Test Participation Information**

Includes Forward Exam (grades 3-8), ACT Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (3-11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	98.3%	98.7%	97.9%	98.4%
Lowest Subgroup Rate: Hispanic	96.6%	97.8%	96.6%	97.8%

**District Information**

Grades	K4-12
Enrollment	371
Within District Mobility	0.0%
Between District Mobility	9.4%

**Race/Ethnicity**

American Indian or Alaskan Native	0.3%
Asian	0.8%
Black or African American	0.8%
Hispanic/Latino	15.6%
Native Hawaiian or Other Pacific Islander	0.0%
White	80.9%
Two or More Races	1.6%

**Student Groups**

Students with Disabilities	14.3%
Economically Disadvantaged	50.7%
English Learners	6.2%

\* denotes at least a 10-point Overall Score change in a single year when present. Wisconsin DPI considers this amount of change an outlier which may not reflect the actual magnitude of change in performance.



# School Report Cards 2020-2021

Markesan  
District Report Card

Report Card, 2020-21  
Public report



## OVERVIEW

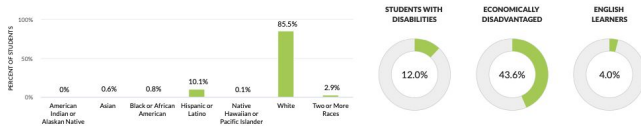
### District Details

Grades: K4-12  
Enrollment: 791  
Percent open enrollment: 5.4%

With the support of a strong community and dedicated Board of Education, we are educating our children to make certain that EVERY student gains knowledge, skills and strategies he or she needs to have a plan to be a responsible citizen and lifelong learner.

*The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



### Score Summary

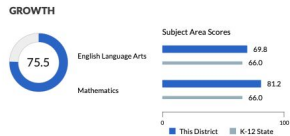
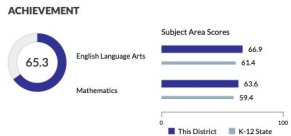
**1** Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



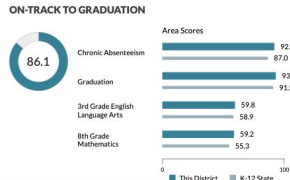
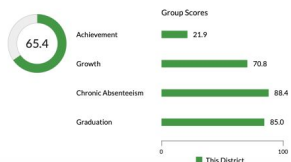
Exceeds Expectations  
★★★★



### Priority Area Scores



### TARGET GROUP OUTCOMES



[Link to Full Report Cards for 2020-2021](#)

Cambria-Friesland  
District Report Card

Report Card, 2020-21  
Public report



## OVERVIEW

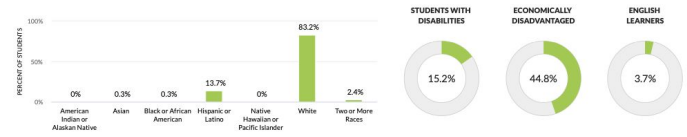
### District Details

Grades: K4-12  
Enrollment: 328  
Percent open enrollment: 9.1%

The Cambria-Friesland School District is home to approximately 375 students and offers a robust 3K-12 curriculum programming with a wide array of extra-curricular and co-curricular activities. Academic relationships with UW-Madison, Marian University of Fond du Lac, and Madison College, provide Cambria-Friesland students with both College and Career Readiness and dual credit opportunities.

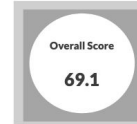
*The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



### Score Summary

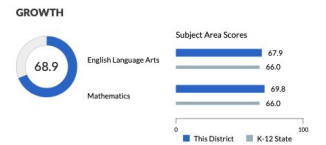
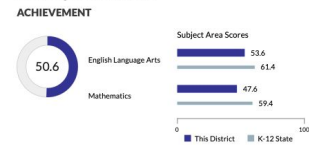
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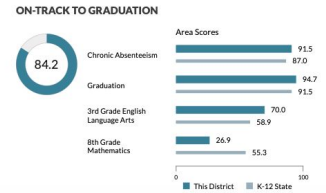
Meets Expectations  
★★★



### Priority Area Scores



### TARGET GROUP OUTCOMES



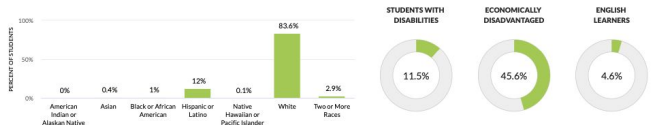
# School Report Cards 2021-2022

## OVERVIEW

### District Details

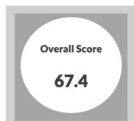
Grades : K4-12  
Enrollment : 818  
Percent open enrollment : 6.2%

### Student Groups



### Score Summary

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

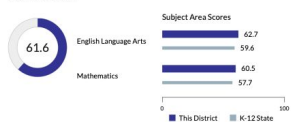


Meets Expectations  
★★★

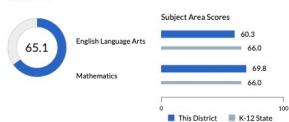
#### PRIORITY AREA WEIGHTS



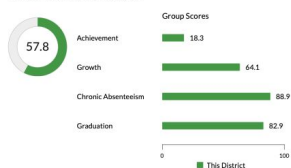
### Priority Area Scores



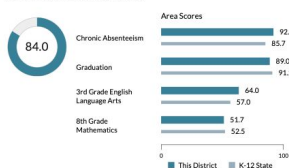
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION



[Link to Full Report Cards for 2021-2022](#)

## OVERVIEW

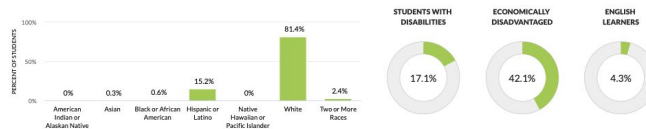
### District Details

Grades : K4-12  
Enrollment : 328  
Percent open enrollment : 8.8%

The Cambria-Friesland School District serves students from birth through graduation and offers a robust curriculum with a wide array of extra-curricular and co-curricular activities, guided by a highly-qualified and passionate team of professional educators. Academic relationships with colleges and universities provide CFSD students with college, career-readiness, and dual-credit opportunities.

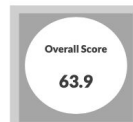
*The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



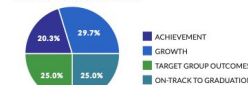
### Score Summary

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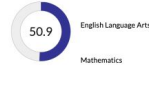
Meets Expectations  
★★★

#### PRIORITY AREA WEIGHTS

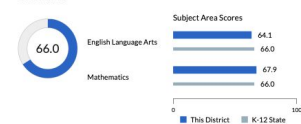


### Priority Area Scores

#### ACHIEVEMENT



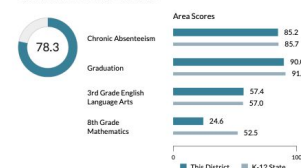
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION



# School Report Cards 2022-2023

Markesan  
District Report Card

Report Card, 2022-23  
Public report



## OVERVIEW

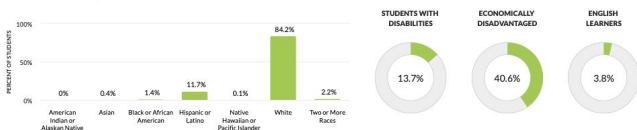
### District Details

Grades : K4-12  
Enrollment : 780  
Percent open enrollment : 6.4%

With the support of a strong community and dedicated Board of Education, we are educating our children to make certain that EVERY student gains knowledge, skills and strategies he or she needs to have a plan to be a responsible citizen and lifelong learner.

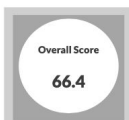
The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.

## Student Groups



## Score Summary

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



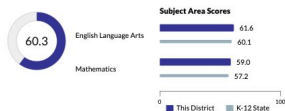
Meets Expectations  
★★★

### PRIORITY AREA WEIGHTS



## Priority Area Scores

### ACHIEVEMENT



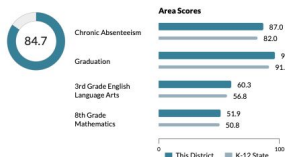
### GROWTH



### TARGET GROUP OUTCOMES



### ON-TRACK TO GRADUATION



[Link to Full Report Cards for 2022-2023](#)

Cambria-Friesland  
District Report Card

Report Card, 2022-23  
Public report

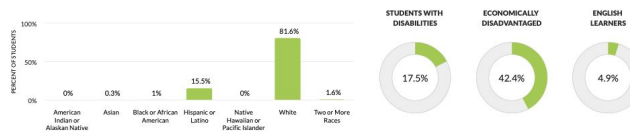


## OVERVIEW

### District Details

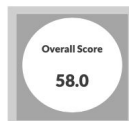
Grades : K4-12  
Enrollment : 309  
Percent open enrollment : 10.4%

## Student Groups



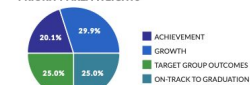
## Score Summary

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



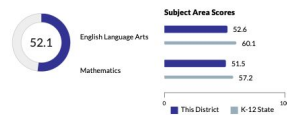
Meets Expectations  
★★★

### PRIORITY AREA WEIGHTS

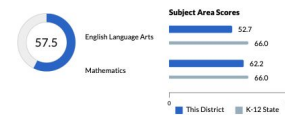


## Priority Area Scores

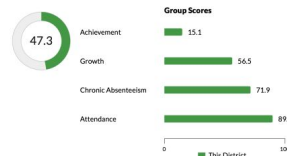
### ACHIEVEMENT



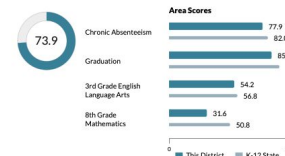
### GROWTH



### TARGET GROUP OUTCOMES



### ON-TRACK TO GRADUATION



# Teacher Retention

## Markesan:

- In the past 5 years has retained 95% of staff
- 12 teachers with over 25 years of service in Markesan - 18.5% of their staff

## Cambria-Friesland:

- In the past 5 years has 84% retention rate
- 3 teachers with over 25 years of service in Cambria-Friesland - 8.3% of their staff
- Went almost an entire school year without a Spanish teacher or a HS Science teacher

**Criteria 4: The estimated fiscal effect of the proposed reorganization on the affected school districts, including the effect of the apportionment of assets and liabilities.**

## **Financial Impact**

Markesan:

- Would gain \$6,114
- Lower property taxes by a few cents per person

Cambria-Friesland:

- \$6,114 would be split among the rest of the property owners in the district and would amount to a few cents added to each property tax bill
- Are not losing money because they are already paying the Open Enrollment Tuition Expense.

**\*\*\*Essentially there is no impact on financials.**

# Financial Impact

	Cambria-Friesland	Markesan	
Levy Rate	\$11.38	\$5.97	
Hoffmann School Tax Bill	-\$2,307.22	\$1,331.31	\$223,000 x district levy rate
Equalization Aid	-\$21,612.78	\$15,718.80	Basic Calculation (23/24 equalized aid per member x 3)
OE Tuition Expense Decrease	\$26,886.00		Open enrollment tuition Expense is a bottom item outside the revenue limit (\$8962/student x 3 students)
OE Tuition Revenue Loss		\$26,886.00	Open enrollment tuition Revenue is a bottom line item outside the revenue limit
Revenue Limit Authority Change	-\$33,000.00	\$33,000.00	3 students x \$11,000 after 3 years (rev limit enrollment is a 3 year average)
Net Bottom Line District Change	-\$6,114.00	\$6,114.00	Difference between OE tuition expense/revenue and revenue limit authority change

\*Assessed property value \$223,000

\*All rates based on 2023-24 school year and when all 3 children are school age

## Criteria 5: Whether the proposed reorganization will make any part of a school district's territory noncontiguous.

District	District ID	CESA	LEA ID	District Type	Shape_Area	Shape_Length	AREA_SQMI
Cambria-Friesland	882	5	5502070	Unified	216614550.042053	150076.763326818	83.6350108018673
Markesan	3325	6	5508760	Unified	460490618.77005	191469.146808729	177.795710710399

- [WI Supreme Court Case Stockbridge SD v. DPI](#)
  - Stockbridge SD took the ruling of the School District Boundary Appeal Board to the Supreme Court.
  - The Supreme Court allowed the detachment of “island” parcels from school districts that adjoin.
  - The Supreme Court stated that a detached parcel need not adjoin the school district to which it is attached. Only that the school district that which you wish to join be an adjoining school district.
  - This is clear guidance to the School District Boundary Appeal Board, and it can be applied directly to our appeal.
- There are several parts of each district that are already noncontiguous. (See maps)

# Cambria-Friesland Boundary Map

The screenshot shows a web application titled "Wisconsin Education Boundaries" from the "WI Department of Public Instruction". The map displays various school districts in Wisconsin, with the Cambria-Friesland district highlighted in cyan. A pop-up window provides the following information:

Cambria-Friesland	
District	Cambria-Friesland
District ID	0882
CESA	5
LEA ID	5502070
District Type	Unified

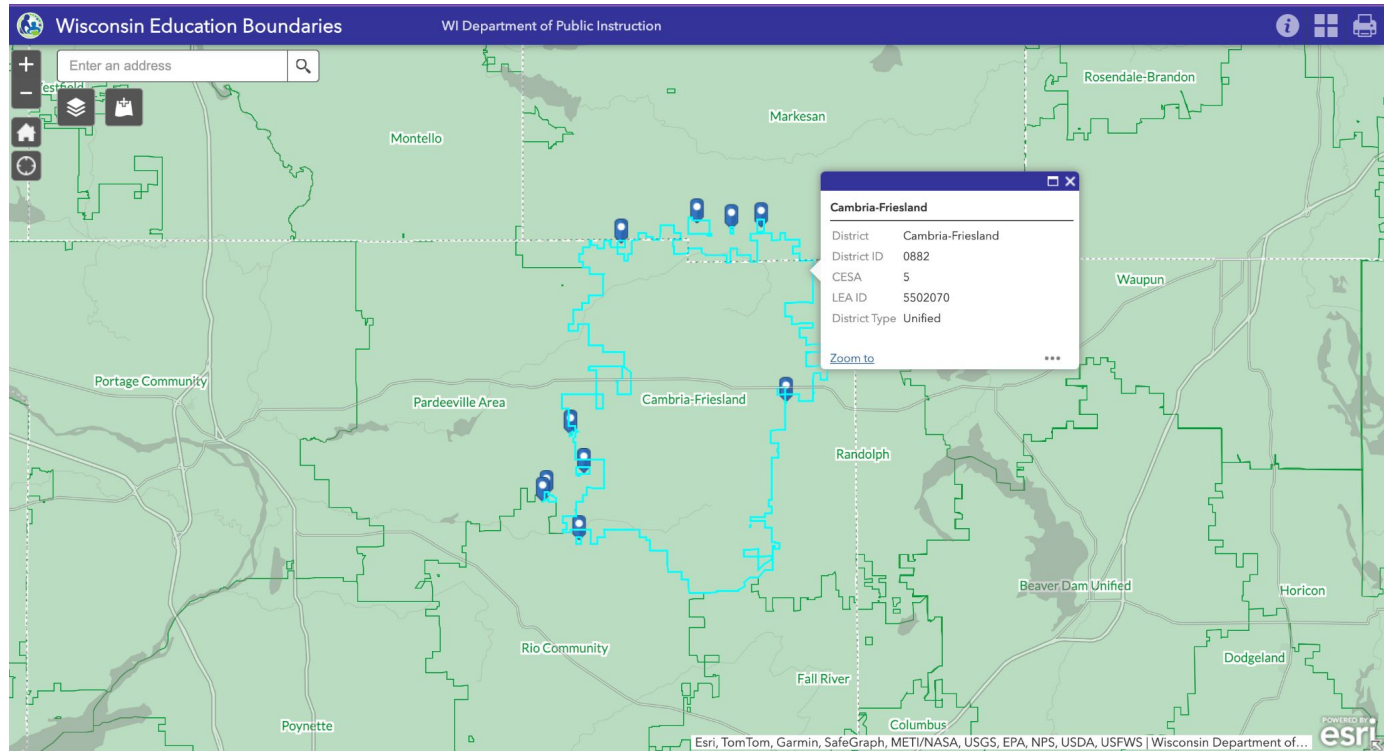
Other districts visible on the map include Markesan, Waupun, Rio Community, Fall River, Columbus, Poynette, Pardeeville Area, and Over Dam Unified.

At the bottom of the map, there is a footer: "Esri, TomTom, Garmin, SafeGraph, METI/NASA, USGS, EPA, NPS, USDA, USFWS | Wi...". The Esri logo is also present in the bottom right corner.



# Cambria-Friesland Boundary Map

- Cambria-Friesland has 10 island properties that belong to their school district. Four of those 8 are located inside the boundaries of the Markesan School District.



# Markesan Boundary Map

Wisconsin Education Boundaries | WI Department of Public Instruction

Enter an address

Map controls: +, -, Home, Layers, Full Screen, Refresh

Map Labels: Montello, Princeton, Green Lake, Markesan, Ripon Area, Rosendale-Brand, Waupun, Randolph, Beaver Dam Unified, Cambria-Friesland, Pardeeville Area

Pop-up Window (2 of 2):

Markesan	
District	Markesan
District ID	3325
CESA	6
LEA ID	5508760
District Type	Unified

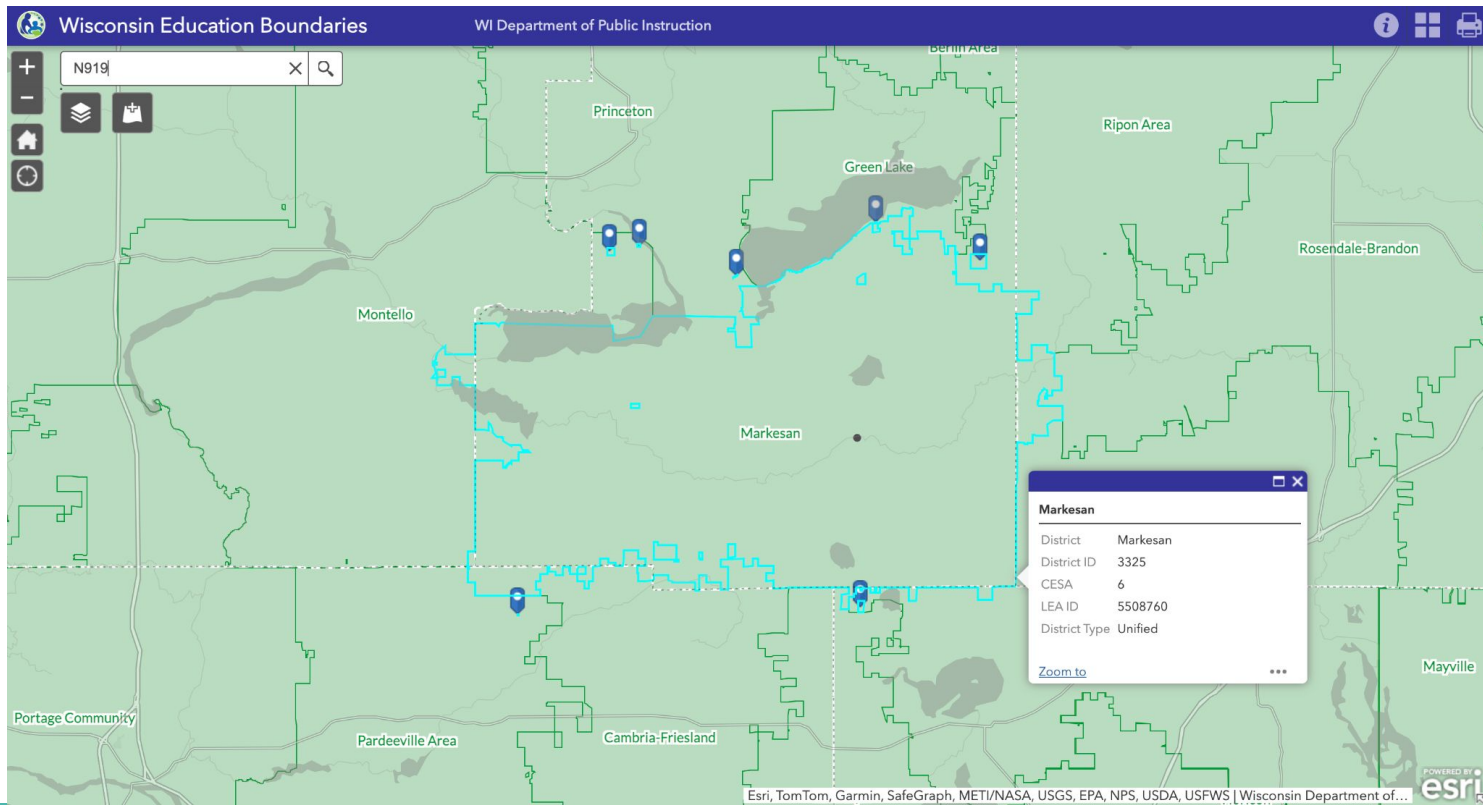
[Zoom to](#) ...

POWERED BY esri

Esri, TomTom, Garmin, SafeGraph, METI/NASA, USGS, EPA, NPS, USDA, USFWS | Wi...

# Markesan Boundary Map

- Markesan has 7 island properties that belong to their school district. None of those properties are located inside the boundaries of the Cambria-Friesland School District.



**Criteria 6: The socioeconomic level and racial composition of the pupils who reside or will reside in territory proposed to be detached from one school district and attached to an adjoining school district or in a school district proposed to be dissolved; the proportion of the pupils who reside in such territory who are children at risk, as defined under s. 118.153 (1)(a); and the effect that the pupils described in this paragraph will have on the present and future socioeconomic level and racial composition of the affected school districts and on the proportion of the affected school districts' enrollments that will be children at risk.**

- Both schools are predominantly white
  - Markesan = 84.2% v. Cambria-Friesland = 81.6%
- The percents of economically disadvantaged students are comparable
  - Markesan = 40.6% v. Cambria-Friesland = 42.4%
- Students with disabilities are comparable
  - Markesan = 13.7% v. Cambria-Friesland = 17.5%
- English Language Learners are comparable
  - Markesan = 3.8% v. Cambria-Friesland = 4.9%
- There would be almost no change in racial composition, number of at risk student, or socioeconomic level for either school (see enrollment data charts)

# Cambria-Friesland Enrollment Data (2022-2023)

## Cambria-Friesland

District Report Card

Report Card, 2022-23

Public report



## OVERVIEW

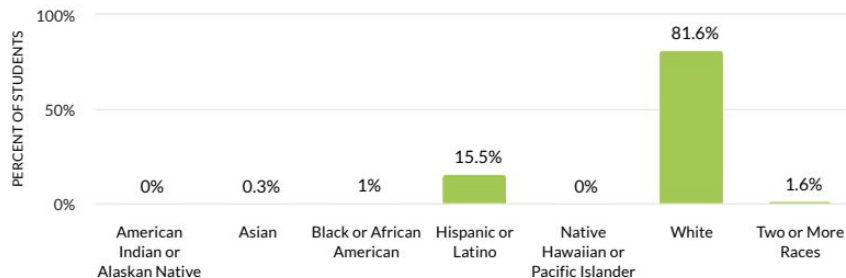
### District Details

Grades : K4-12

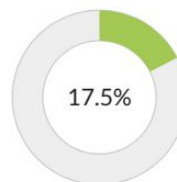
Enrollment : 309

Percent open enrollment : 10.4%

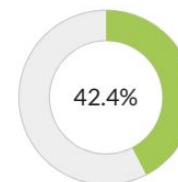
### Student Groups



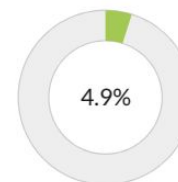
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



# Markesan Enrollment Data (2022-2023)

**Markesan**  
District Report Card

Report Card, 2022-23  
Public report



## OVERVIEW

### District Details

Grades : K4-12

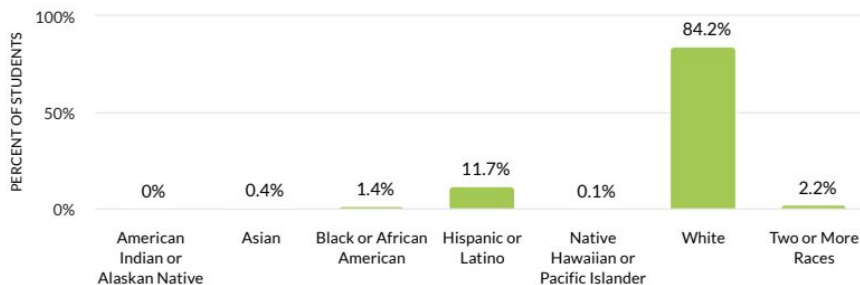
Enrollment : 780

Percent open enrollment : 6.4%

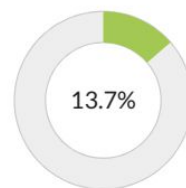
With the support of a strong community and dedicated Board of Education, we are educating our children to make certain that EVERY student gains knowledge, skills and strategies he or she needs to have a plan to be a responsible citizen and lifelong learner.

*The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.*

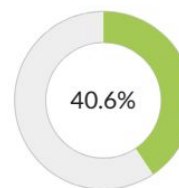
### Student Groups



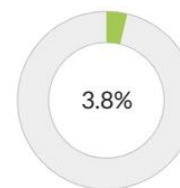
**STUDENTS WITH DISABILITIES**



**ECONOMICALLY DISADVANTAGED**



**ENGLISH LEARNERS**



## Criteria 7: The results of any referendum held under s. 117.10.

- This is not applicable to this case.

- **117.10 Dissolution of a school district.**

**(1) INITIATION OF PROCEDURES.** A school board may adopt a resolution stating that it will consider dissolving the school district. The school district clerk of a school board adopting a resolution under this subsection shall send a certified copy of the resolution to the secretary of the board.

**(2) SCHOOL BOARD ACTION.** In the first July beginning after the adoption of a resolution under sub. (1), the school board may order the school district dissolved by adopting a resolution ordering the dissolution. Failure of a school board to adopt a resolution either ordering or denying the dissolution before August 1 constitutes a denial of the dissolution by the school board. The school district clerk of a school board adopting a resolution under this subsection, either ordering or denying a dissolution, shall file a certified copy of the resolution as provided under s. 117.17 (2). A school board order under this subsection is not effective unless affirmed by the board under sub. (4).

**(3) ADVISORY REFERENDUM.**

**(a)** If the school board adopts a resolution under sub. (2) ordering a dissolution, an advisory referendum on the dissolution shall be held under this subsection if one of the following occurs:

1. At the time of adopting the resolution under sub. (2), the school board directs the holding of an advisory referendum on the dissolution.

2. Before the 2nd Tuesday of September following the adoption of the resolution under sub. (2), a petition conforming to the requirements of s. 8.40 requesting an advisory referendum, signed by at least 10 percent of the electors who reside in the affected school district, is filed with the school district clerk. The validity of the petition shall be governed by the rules promulgated under s. 8.40 (3).

**(b)** If an advisory referendum is directed or a petition requesting an advisory referendum is filed under par. (a), the school district clerk shall immediately notify the secretary of the board and the clerk of each city, village or town, any part of which is contained within the school district. The advisory referendum shall be held in the school district as provided under s. 117.20.

**(4) BOARD REVIEW.** After the 2nd Tuesday of September following the adoption of the resolution under sub. (2), if no advisory referendum is required, or after the advisory referendum, if one is held, the board shall review the dissolution and, before the following January 15, issue an order either affirming or denying the school board's dissolution order. The order shall be in writing, shall include a statement of the reasons for the order and shall be filed as provided under s. 117.17 (2). If the board affirms the school board's dissolution order, the board shall also issue an order assigning the school district's assets and liabilities under s. 66.0235 (2c) (a) 1., and the school district's territory, to one or more other school districts, and providing for the employees of the dissolved school district under s. 117.25 (3). If the board affirms the school board's dissolution order, the school district shall be dissolved on the following July 1.

**(5) EFFECT OF NEW BUILDING CONSTRUCTION.** A school district may not be dissolved under this section if it has constructed a new school building within the 3 years immediately preceding the adoption of a resolution under sub. (2) and, on the date the resolution is adopted, the school district has outstanding debt for the building. This subsection does not apply if the school district to which the building is assigned under sub. (4) agrees to accept both the school building and the outstanding debt for the school building or, prior to the effective date of the dissolution, the building is sold and the debt is paid.

**History:** 1989 a. 114, 192, 287; 1999 a. 150 s. 672.

**23-24**

**AM – BUS 79 /FISH /WEST ROUTE - BOBBY**

**\*Leave parking lot at 7:00am**

**Left** on CTY Rd P

**Right** on Hwy 146

**Left** on Hwy 33

**Right** on Inglehart

**Left** on CTY E

\*Use driveway to back into, on hill and corner.

7:10            STUDENT            CTY Rd E

**\*\*HOFFMAN WOULD BE HERE            CTY RD E**

**Left** on HWY H

**Right** on Ross Rd

Go past Larson Rd

*Go past pick up on left and turnaround in the large Amish driveway on left side of road watch for Amish mailbox on other side of street!!!*

STUDENT            Ross Rd

IF \*\*\*\*\* ARE RIDING- sometimes....

STUDENT            Ross Rd

**Continue** on Ross Rd

7:20            STUDENT            Ross Rd

**Right** on Hwy H

STUDENT            Hwy H

**Right** on HWY 33



\*Use **caution** at next couple stops – put on ambers way ahead of time!!

7:30            STUDENT            Hwy 33

                  STUDENT            Hwy 33

**Left** on Cummings Rd – *bumpy*

**Left** on Vaughn Rd

**Right** on Hwy H

7:40            STUDENT            Hwy H

**Left** on Hwy P

Return to school.

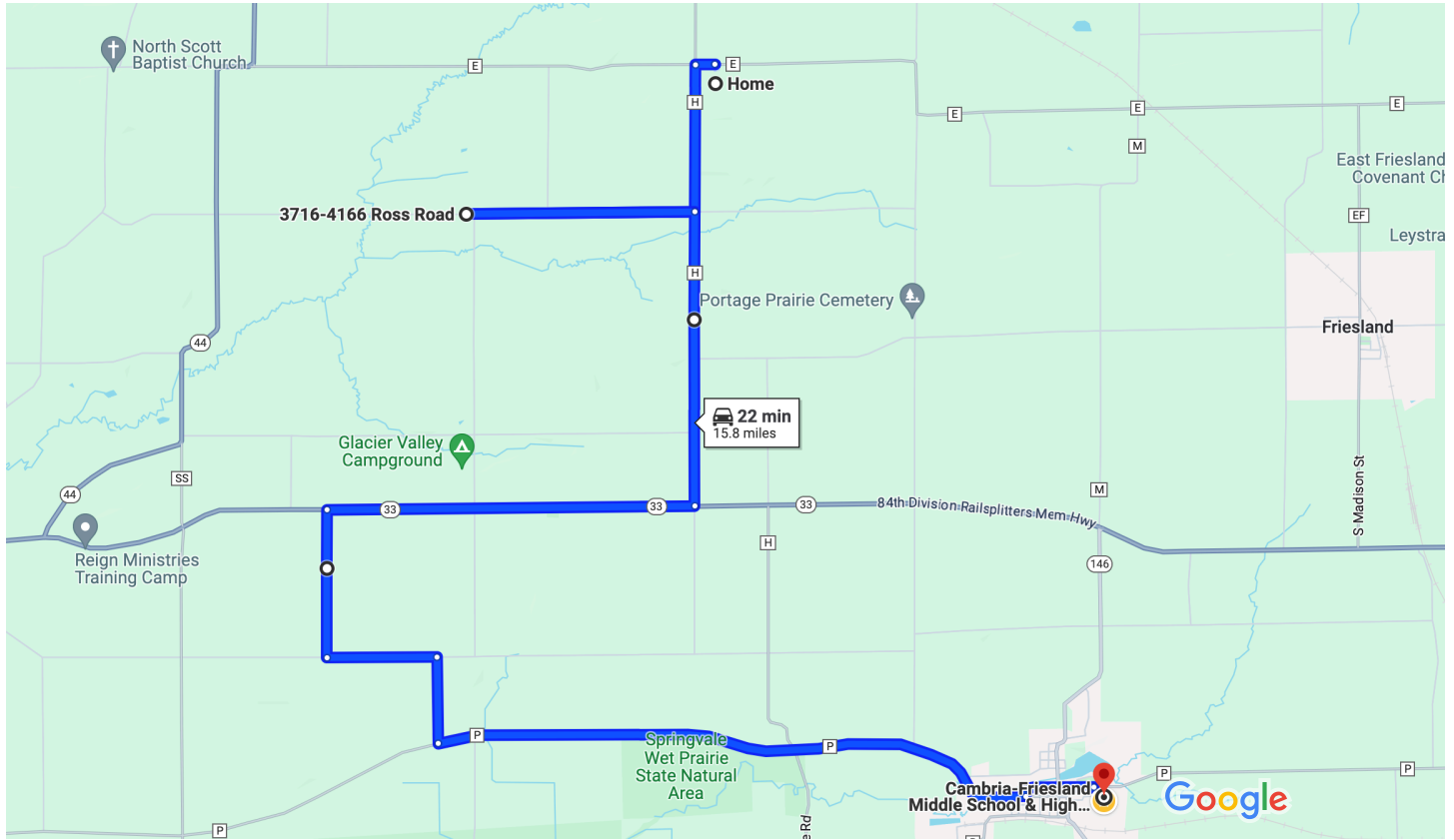
Enter the upper “student” parking lot and go down the hill into the maintenance parking lot. Loop around and drop off when past the edge of the building. They will walk to the main doors.

**\*\*Drop off time this year is at 7:45!! No earlier!!**

**THIS WAS UPDATED LAST ON 3/19/24**



Home (N9196 County Rd H) to Cambria-Friesland Middle School & High School, 410 E Edgewater St, Cambria, WI 53923 Drive 15.8 miles, 22 min



Map data ©2024 5000 ft

via County Rd H and Ross Rd 22 min  
22 min without traffic 15.8 miles

### Explore nearby Cambria-Friesland Middle School & High School

- Restaurants
- Hotels
- Gas stations
- Parking Lots
- More

**23-24**

**PM – BUS 79/ FISH/ 1st IN LINE/WEST ROUTE - BOBBY**

---

**\*\*Line up at 3:15pm, bell rings at 3:20pm, leave lot at 3:28pm.**

**Left** on CTY P

**Continue** thru intersection

**Continue** out of town, **Right** on CTY P

**Right** on CTY H

3:35          STUDENT                          Hwy H

**Right** on Hwy 33

\*Enter 1st driveway on right for drop off, continue past shed/barns, exit 3rd driveway onto Hwy 33, go back Left/West

                STUDENT                          Hwy 33

**From** Hwy 33

**Right** on CTY H

                STUDENT                          CTY H

**Right** on Ross Rd

                STUDENT                          Ross Rd

**Left** on Ingelhart Rd

**Left** on CTY E

3:55          STUDENT                          CTY E

                \*\*HOFFMAN WOULD BE HERE                          CTY RD E

**Left** on Hwy H

**Right** on Ross Rd

                STUDENT                          Ross Rd

Go past Larson Rd

*\*Go past pick up and turnaround in the large Amish driveway on left side, it's a shop*  
STUDENT                      Ross Rd

**Continue** on Ross Rd back to Hwy H

STUDENT                      Ross Rd

**Right** on CTY H  
**Right** on Hwy 33

4:10 \*Use **caution** – put on amber lights way in advance!  
STUDENT                      Hwy 33

\*Use **caution** – put on amber lights way in advance!  
STUDENT                      Hwy 33

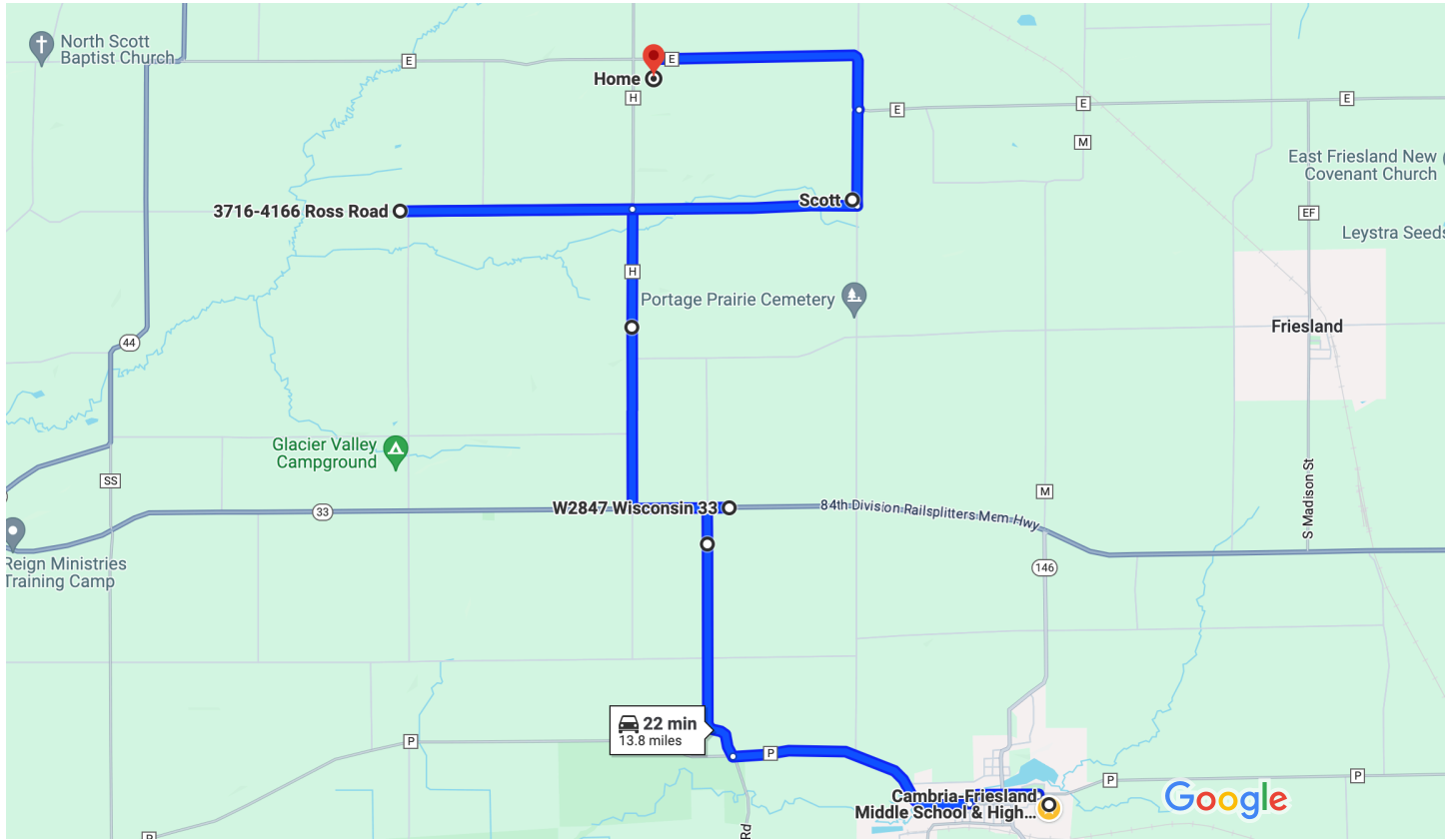
**Left** on Sommers Rd – *Careful of hill in winter!!*

**Left** on Vaughn Rd - *very bumpy!*  
**Right** on Healy Rd  
**Left** on CTY P  
Return to school

**LAST UPDATE TO THIS ROUTE WAS 2/13/24**








# Cambria-Friesland Middle School & High School, 410 E Edgewater St, Cambria, WI 53923 to Home (N9196 County Rd H)



Map data ©2024 5000 ft

 via Co Rd P and County Rd H      22 min  
 22 min without traffic      13.8 miles

## Explore nearby N9196 County Rd H

-  Restaurants
-  Hotels
-  Gas stations
-  Parking Lots
-  More

## ROUTE #4 AM

- 1.) \*\*\*\*\* State Rd 44 (7:00am)
- 2.) \*\*\*\*\* State Rd 44  
Continue on 44...turn right on corner and veer right on HH  
Left on GG and stop on intersection of GG and Inglehart
- 3.) \*\*\*\*\* Inglehart Rd  
Continue on GG
- 4.) \*\*\*\*\* Cty Rd G  
Right on M...Left on County Line...Left on E. Friesland Rd
- 5.) \*\*\*\*\* E. Friesland  
Continue on E. Friesland (turns into Cty S)
- 6.) \*\*\*\*\* County Rd S
- 7.) \*\*\*\*\* Madison St  
Turn Left on Main St in Manchester by Hitching Post
- 8.) \*\*\*\*\* Main St  
Turn Right on School St
- 9.) \*\*\*\*\* School St  
Turn Right at Stop sign to Division St.
- 10.) \*\*\*\*\* Division St  
Go straight at Stop sign onto 44...turn Right on I
- 11.) \*\*\*\*\* Cty Rd I  
Continue on and turn Right on U
- 12.) \*\*\*\*\* Cty Rd U (Pull in driveway and back out to turn around)  
Back to I...Turn Right...Turn Left on U/Airport Dr
- 13.) \*\*\* Airport Dr.  
Head into HS...Elem for drop off.

## ROUTE #4 PM

Go out of town on 44 past Elementary towards Manchester.

\*Turn Left on Airport Dr before Schulz Transport.

1.) \*\*\* Airport Dr. (1<sup>st</sup> house on right)

Follow Airport Dr. to I...Turn right on I...Turn Left on U

2.) \*\*\*\*\* Cty U (Pull in and back out to turn around)

Turn Left on I

3.) \*\*\*\*\* Cty I

Turn Left on 44...continue to Manchester...Veer down Left in that dip heading towards old school and stop as soon as you get off 44.

4.) \*\*\*\*\* Division St

Continue and turn Left at stop sign by old school

5.) \*\*\*\*\* School St

Take quick Left and stop at first house on right on corner

6.) \*\*\*\*\* Main St

7.) Stop and drop off before stop sign at Hitching Post.

Take Right at stop sign by Hitching Post and there will be quick stop on left side

8.) \*\*\*\*\* Madison St.

Continue on same road out of town

9.) \*\*\*\*\* Cty Rd S

Continue on S which turns into Friesland Rd for a few miles and stop 10.) N414 E Friesland Rd (Continue straight to intersection to turn around \*(or I back into field driveway just a few hundred yards up from house if you would prefer that) and head back and turn left on Yunker (Just past the house you dropped off at)

11.) \*\*\*\*\* Yunker

Continue on Yunker...Take right at Stop sign and then quick Left back on Yunker.

Follow until it turns into M and then GG and continue on through Salemville.

12.) \*\*\*\*\* Cty GG (don't ride every night)

Take Left on Inglehart (on corner)

13.) \*\*\*\*\* Inglehart

14.) \*\*\*\*\* Inglehart (turn around in farm driveway)

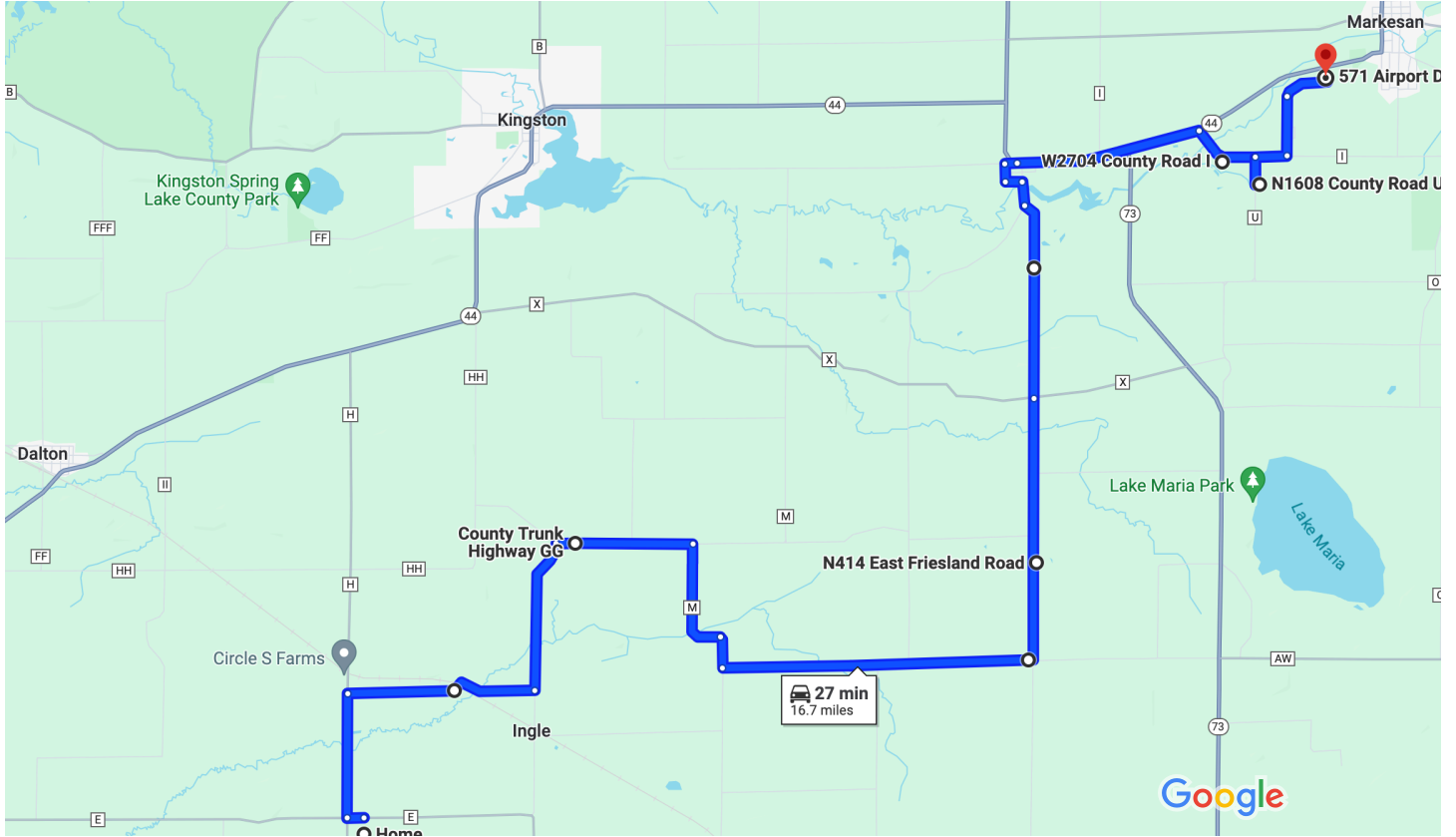
At this point there will usually only be one stop left and they live back out on 44 towards Dalton and they are old enough to show you where. (\*\*\*\*\* State Rd 44) I pull in and back out of there driveway on 44 it's usually not busy.

There may be one other but he doesn't ride that often and he is also old enough to show you where to go. (\*\*\*\*\* Cty HH)



Home (N9196 County Rd H) to 571 Airport Dr, Markesan, WI 53946

Drive 16.7 miles, 27 min



Map data ©2024 1 mi



via Kowald Rd and Inglehart Rd 27 min

27 min without traffic 16.7 miles

### Explore nearby 571 Airport Dr



Restaurants

Hotels

Gas stations

Parking Lots

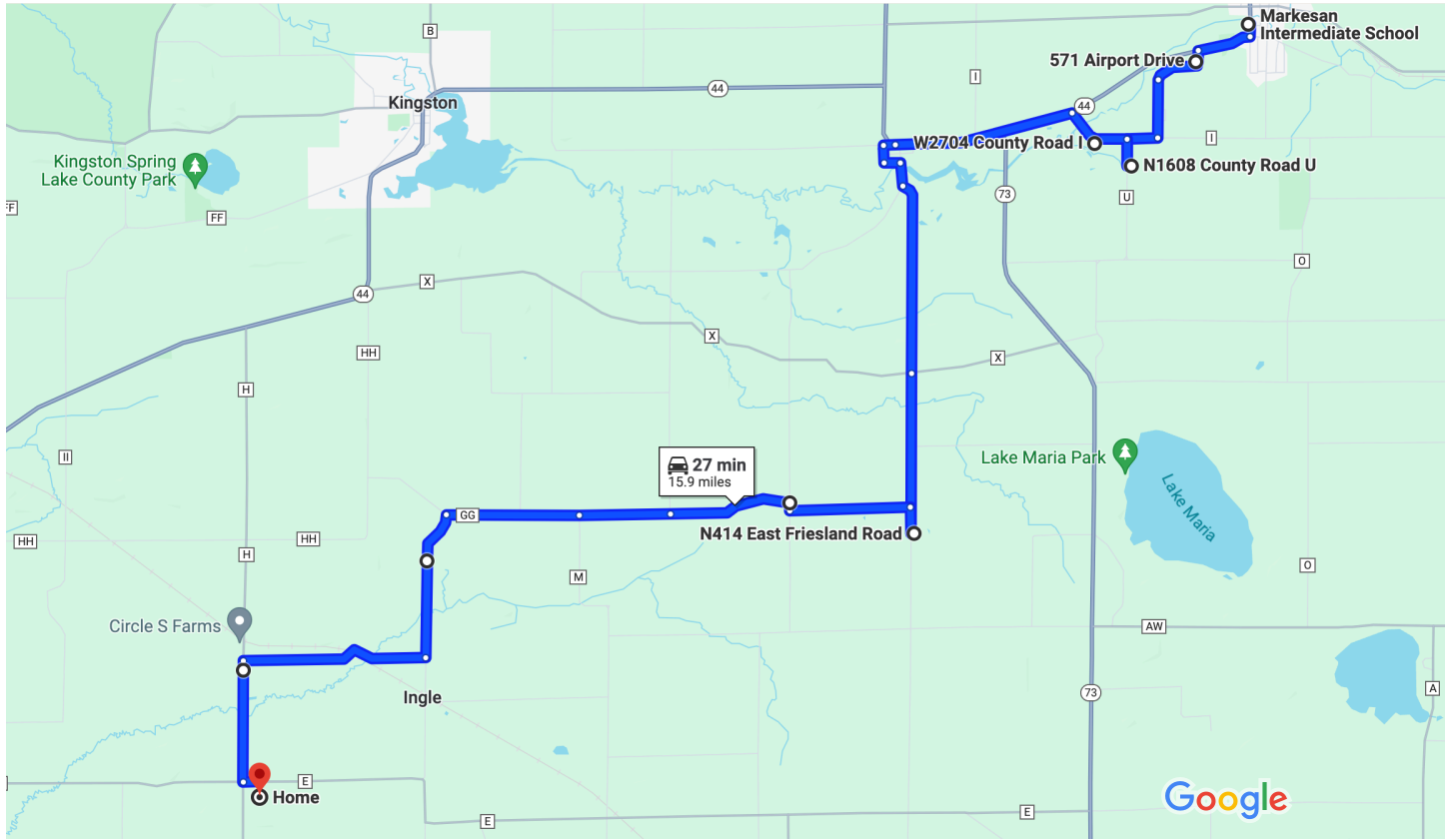
More





Markesan Intermediate School, 200 S Margaret St, Markesan, WI 53946 to Home (N9196 County Rd H)

Drive 15.9 miles, 27 min



Map data ©2024 1 mi



via WI-44 S

27 min

27 min without traffic

15.9 miles

Explore nearby N9196 County Rd H



Restaurants



Hotels



Gas stations



Parking Lots



More

	<b>Cambria/Friesland</b>	<b>Markesan</b>	
Levy Rate	\$11.38	\$5.97	
Hoffmann School Tax Bill	-\$2,307.22	\$1,331.31	\$223,000 x district levy rate
Equalization Aid	-\$21,612.78	\$15,718.80	Basic Calculation (23/24 equalized aid per member x 3)
OE Tuition Expense Decrease	\$26,886.00		Open enrollment tuition Expense is a bottom item outside the revenue limit
OE Tuition Revenue Loss		\$26,886.00	Open enrollment tuition Revenue is a bottom line item outside the revenue limit
Revenue Limit Authority Change	-\$33,000.00	\$33,000.00	3 students x \$11,000 after 3 years (rev limit enrollment is a 3 year average)
Net Bottom Line District Change	-\$6,114.00	\$6,114.00	Difference between OE tuition expense/revenue and revenue limit authority change

Assessed property value \$223,000

All rates based on 2023-24 school year and when all 3 children are school age





Tracey Hoffmann <traceyhoffmann@gmail.com>

## Open Enrollment Application Received by DPI

1 message

**OpenEnrollment@dpi.wi.gov** <OpenEnrollment@dpi.wi.gov> Wed, Feb 7, 2018 at 11:00 AM To: [REDACTED]@gmail.com  
Cc: OpenEnrollment@dpi.wi.gov

The Department of Public Instruction (DPI) has received open enrollment applications for the following student(s):

[REDACTED]  
Confirmation number: 19-0327850 (batch 164825)  
Applying from Cambria-Friesland to:  
Markesan

Please DO NOT also send in a paper application to the school district offices - your application has already been registered.

If you wish to delete or make changes to the application, you may sign in (using your email address and the password you created) until the deadline at 4:00 PM on Monday, April 30, 2018.

Notices of approval and denial by the nonresident district must be mailed to you no later than Friday, June 8, 2018. If your resident district denies the application, it must notify you no later than Friday, June 15, 2018. If you have any questions, please call the nonresident school district directly or contact the Department of Public Instruction at [OpenEnrollment@dpi.wi.gov](mailto:OpenEnrollment@dpi.wi.gov) or 888-245-2732.

Wisconsin Public School Open Enrollment Program  
Department of Public Instruction  
Web site: <http://dpi.wi.gov/oe>  
Email: [OpenEnrollment@dpi.wi.gov](mailto:OpenEnrollment@dpi.wi.gov)  
Toll-free Phone Number: 888-245-2732

NOTICE

This opinion is subject to further editing and modification. The final version will appear in the bound volume of the official reports.

No. 94-1867

STATE OF WISCONSIN

:

IN SUPREME COURT

**Stockbridge School District,**

**Petitioner-Appellant-Petitioner,**

**v.**

**Department of Public Instruction  
School District Boundary Appeal Board,**

**Respondent-Respondent.**

**FILED**

**JUN 25, 1996**

Marilyn L. Graves  
Clerk of Supreme Court  
Madison, WI

REVIEW of a decision of the Court of Appeals. *Affirmed.*

ANN WALSH BRADLEY, J. The petitioner, Stockbridge School District (Stockbridge), seeks review of a published decision of the court of appeals.<sup>1</sup> That decision affirmed an order of the circuit court for Manitowoc County, Fred H. Hazlewood, Judge, which affirmed decisions of the respondent, Department of Public Instruction School District Boundary Appeal Board ("the Board"). Stockbridge argues that the Board exceeded its authority under

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<sup>1</sup> Stockbridge Sch. Dist. v. Department of Public Instruction Dist. Boundary Appeal Bd., 192 Wis. 2d 622, 531 N.W.2d 624 (Ct. App. 1995).

Wis. Stat. § 117.12(1) (1993-94)<sup>2</sup> when it ordered that parcels of property could be detached from Stockbridge and attached to adjoining school districts even though the parcels did not border those adjoining districts. Because we conclude that § 117.12(1) allows for the detachment of such "island" parcels, we affirm the decision of the court of appeals.

The relevant facts are undisputed. Residents of the Stockbridge School District filed petitions to detach their property from the district pursuant to Wis. Stat. § 117.12.<sup>3</sup>

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<sup>2</sup> All future statutory references are to the 1993-94 volume unless otherwise indicated.

<sup>3</sup> Wisconsin Stat. § 117.12 states in relevant part:

**Detachment and attachment of small territory initiated by owner.** (1) Application. This section applies to the detachment of territory from one school district and its attachment to an adjoining school district if all of the following apply:

(a) The assessed value of the territory proposed to be detached from one school district and attached to an adjoining school district, divided by the assessment ratio of the taxation district, is less than 7% of the equalized valuation of the school district from which it is proposed to be detached.

(b) Less than 7% of the enrollment of the school district from which the territory is proposed to be detached resides in the territory proposed to be detached from that school district.

(2) Petition. A majority of the electors residing in the territory described under sub. (1) or owners of 50% or more of that territory may file a written petition with the clerk of the school district in which the territory is located requesting the detachment of the territory from that school district and its attachment to an adjoining school district.

Twenty-one of the petitions sought attachment to the Chilton School District and the remaining petition sought attachment to the Hilbert School District. Both the Chilton and Hilbert school districts border Stockbridge.

The Chilton and Hilbert school boards approved the petitions, but Stockbridge denied them. The petitioners sought administrative appeal with the Board pursuant to Wis. Stat. §§ 117.12(4), (5). After conducting a hearing on the petitions, the Board established certain criteria to determine which petitioners would be permitted to detach their property from Stockbridge.<sup>4</sup> Based on these criteria, the Board granted portions of 15 of the petitions. In all, the Board ordered 46 parcels to be detached from Stockbridge; 44 to be attached to Chilton and two to Hilbert. Forty-one of these parcels are "island" parcels, meaning that they do not share a common boundary with the school district of attachment.

Stockbridge appealed the Board's orders to the Manitowoc County circuit court.<sup>5</sup> It argued that the Board lacked

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<sup>4</sup> The Board determined that petitioners were qualified to detach if they: (1) were property owners; (2) signed a petition for detachment; (3) signed the appeal petition to the Board; and (4) had school age children living on the property. The Board subsequently held another hearing for the purpose of reviewing the administrative procedures utilized by the Department of Public Instruction in applying these standards.

<sup>5</sup> Each of the Board's orders were separately appealed. Stockbridge initially appealed the one order relating to the Hilbert island parcels to the Calumet County circuit court. However, this order was subsequently moved to Manitowoc County by order for change of venue. All of the orders were subsequently

jurisdiction to order the detachment in part because: (1) the parcels to be detached had no common boundary with the proposed school district of attachment, contrary to § 117.12(1); and (2) one of the Board's orders was void because it included territory that was also included in a prior and pending appeal, contrary to Wis. Stat. § 117.05(4)(b)1.<sup>6</sup> Stockbridge also argued that the Board's actions were arbitrary and capricious. The circuit court affirmed the Board's orders. Stockbridge appealed, relying solely on its jurisdictional arguments. The court of appeals affirmed the circuit court's order.

The only issues courts may consider on appeals from school reorganizations are whether the Board acted within its jurisdiction and whether its order was arbitrary and capricious. Joint Sch. Dist. No. 2 v. State Appeal Bd., 83 Wis. 2d 711, 720, 266 N.W.2d 374 (1978); Larson v. State Appeal Bd., 56 Wis. 2d 823, 825, 202 N.W.2d 920 (1973). Because Stockbridge has abandoned its argument that the Board's actions were arbitrary and capricious, we limit our discussion to the jurisdictional arguments as presented by Stockbridge.

I.

(..continued)  
consolidated into one case.

<sup>6</sup> Wisconsin Stat. § 117.05(4)(b)1 provides that "[a]ny other reorganization proceeding commenced or order made that includes any territory included in the pending reorganization proceeding is void."



We first address Stockbridge's argument that the Board can only exercise its jurisdiction to detach parcels from one district and attach them to another district under § 117.12, if the parcels to be detached border the school district of attachment. This requires us to interpret the language of § 117.12. The interpretation of a statute presents a question of law that this court reviews de novo. Town of Clearfield v. Cushman, 150 Wis. 2d 10, 19, 440 N.W.2d 777 (1989). Our sole purpose when interpreting a statute is to ascertain the intent of the legislature. Marshall-Wis. v. Juneau Square Corp., 139 Wis. 2d 112, 133, 406 N.W.2d 764 (1987). The proper method for doing so is well-

established and was recently summarized by this court as follows:

This court's first resort is to the plain language of the statute itself. If the meaning of the statute is plain, we are prohibited from looking beyond the language to ascertain its meaning. . . . If and only if the language of the statute does not clearly or unambiguously set forth the legislative intent, however, will this court construe the statute so as to ascertain and carry out the legislative intent. In such case, we examine the history, context, subject matter, scope and object of the statute.

Jungbluth v. Hometown, Inc., No 94-1523-FT, op. at 7 (S. Ct. May 23, 1996) (citations omitted).

The statutory language at issue states that § 117.12 "applies to the detachment of territory from one school district and its attachment to an adjoining school district . . . ." § 117.12(1).

Both Stockbridge and the Board contend that this language is clear on its face and, therefore, it is not necessary to engage in

statutory construction to determine its meaning.<sup>7</sup> However, Stockbridge and the Board reach opposite results when interpreting the statute based on this plain meaning approach.

Stockbridge focusses on the word "attachment" to interpret the statute. It argues that because the plain meaning of attachment embodies the concept of physical connection, the statute mandates that territory to be detached from one school district must share a common boundary with the school district to which it is to be attached.<sup>8</sup> In contrast, the Board focusses on the word "adjoining" in its interpretation. It asserts that because the term "adjoining" modifies "school districts," not territory, the plain language of § 117.12(1) only requires that the two districts involved in the detachment and attachment of parcels share a common boundary.

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<sup>7</sup> See Voss v. City of Middleton, 162 Wis. 2d 737, 749 n.5, 470 N.W.2d 625 (1991) (using the term "construction" to signify the second step in our process of ascertaining legislative intent where our "interpretation" has shown that the plain language of the statute is unclear or ambiguous).

<sup>8</sup> Stockbridge also relies on Joint Sch. Dist. No. 10 v. Sosalla, 3 Wis. 2d 410, 80 N.W.2d 359 (1958). In Sosalla, this court interpreted Wis. Stat. § 40.075 (1955-56), which stated that "[t]erritory not in but adjoining a district . . . may be annexed thereto upon a petition . . . ." Relying on that language this court disallowed certain annexations because the territory was separated by intervening areas from the school district of attachment. Sosalla, 3 Wis. 2d at 415-16. Stockbridge argues that despite this substantially different language and the fact that the case did not analyze the word attachment, Sosalla supports its plain meaning argument that a common boundary is required. We are unpersuaded that Sosalla has any precedential value to this case.

The lower courts also disagreed on the proper interpretation of the statute. The circuit court interpreted the language using a plain meaning approach, but relied on a dictionary definition of attachment as referring to "attachment for an administrative or political purpose," not actual physical connection. The court of appeals concluded that the key to understanding § 117.12(1) is the word "adjoining" and not "attachment." According to the court of appeals, "[t]he real question posed by the statute as applied here is 'what must adjoin—the parcel and the attaching district or merely the two districts themselves?'" Stockbridge, 192 Wis. 2d at 626.

Ambiguity arises where the language may be reasonably construed in two different ways. State ex rel. Girouard v. Circuit Court, 155 Wis. 2d 148, 155, 454 N.W.2d 792 (1990). Although the mere fact that parties interpret a statute differently does not create ambiguity, this court has recognized that different yet equally reasonable interpretations by various decision-making bodies is indicative that a statute may support more than one reasonable interpretation. Harnischfeger Corp. v. LIRC, 196 Wis. 2d 650, 662, 539 N.W.2d 98 (1995).

We are persuaded by the court of appeals' approach that the key to understanding the statute lies in the term "adjoining" rather than "attachment." Contrary to Stockbridge's plain meaning argument, the word "attachment" does not mandate an actual physical connection. As the circuit court recognized,

"attachment" may reasonably indicate a connection for an administrative or political purpose, or an emotional bond by affection, sympathy, or loyalty. Further, Stockbridge's argument focusses only on the word attachment to the exclusion of the remaining language in the sentence. There is additional ambiguity when the sentence is considered in its entirety. We agree with the court of appeals that upon considering the word "adjoining," the statute is ambiguous because it may be reasonably interpreted in two different ways. The court of appeals aptly described the ambiguity as follows:

If we consider the phrase "its attachment to an adjoining school district," the antecedent of the possessive pronoun "its" appears to be "territory." From this, a reasonable reader could infer that the *territory* must adjoin the attaching school district. However, if we consider the obvious parallelism of the phrases "from one school district . . . to an adjoining school district," then a reasonable reader could understand the statute to require that only the school districts themselves need adjoin.

Stockbridge Sch. Dist. v. Department of Public Instruction Dist. Boundary Appeal Bd., 192 Wis. 2d 622, 626-27, 531 N.W.2d 624 (Ct. App. 1995) (citations omitted).

Because we conclude that the statute is ambiguous, we next turn to extrinsic matters such as the statute's history, context, and object in order to ascertain the legislature's intent. Jungbluth, op. at 7. Upon considering the parties' arguments regarding these statutory construction aids, we conclude, as did the court of appeals, that the legislative history of § 117.12

compels the conclusion that the statute does not require that the detaching parcel border the school district of attachment.

The court of appeals engaged in a comprehensive legislative history analysis of § 117.12 and its predecessors, which we briefly summarize here. The first statute that specifically addressed the detachment of small parcels, Wis. Stat. § 40.032 (1961-62), provided that property may be detached from one school district and attached to an adjoining school district "[i]f the owner of an individual parcel of property adjoining the boundary line between 2 school districts submits a written petition." As recognized by the court of appeals, this language explicitly provided that the parcel to be detached must have a common boundary with the school district of attachment.

However, in 1981, this language was amended as follows:  
The owner of an individual parcel of property may file a written petition with the school boards of 2 adjoining school districts requesting that the parcel be detached from its present school district and attached to the adjoining school district.

See Wis. Stat. § 117.08 (1981-82), created by Laws of 1981, ch. 177, § 6. According to an analysis by the Legislative Reference Bureau, the new language substantially changed the statute to allow any property owner to petition for detachment of his or her parcel, regardless of its location within the district:

[C]urrent law provides that the owner of an individual parcel of property which adjoins the boundaries of 2 school districts may file a written petition with the school boards requesting the parcel be detached from its present school district and attached to the other school district. This bill provides that the owner of any

individual parcel of property may file such a petition with the school boards of 2 adjoining school districts.

Legislative Reference Bureau Analysis of 1981 Senate Bill 392 (emphasis added). This change was reiterated in a fiscal estimate attached to the same bill. See Fiscal Estimate of 1981 Senate Bill 392.

After this apparent change in the law, the statute was changed in 1983 and again in 1989 into its present ambiguous form. See 1983 Wis. Act 27, § 1465; 1989 Wis. Act 114. Because the court of appeals found nothing to indicate that the legislature intended to modify its explicit position taken in 1981, it concluded that § 117.12(1) requires only that the school districts adjoin, not that the detaching parcel adjoin the school district of attachment.<sup>9</sup> Stockbridge, 192 Wis. 2d at 629-30.

This court has previously held that the analysis by the Legislative Reference Bureau is significant in determining legislative intent. Milwaukee v. Kilgore, 193 Wis. 2d 168, 184, 532 N.W.2d 690 (1995). Although the language of § 117.08 has

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<sup>9</sup> Stockbridge contends that this legislative history analysis is flawed because Wis. Stat. § 117.08 (1981-82) is not a predecessor of § 117.12(1). Stockbridge asserts that there is no direct link between § 117.08 (1981-82) and § 117.12(1), because § 117.08 (1981-82) was not "repealed and renumbered" as § 117.12, as stated by the court of appeals. Rather, § 117.12 was newly created by the legislature. See 1989 Wis. Act 114, § 12 (repealing and recreating § 117.08) and § 1 (creating § 117.12). We reject this argument as elevating form over substance. Although there may be a technical break in the link between the 1981-82 and 1989-90 versions, they represent the only statutes governing the detachment and attachment of small territory.

subsequently been revised and is ambiguous as it now appears in § 117.12(1), we have found no similar statement in the subsequent history to indicate that the legislature intended to modify the change made in 1981. Further, counsel for Stockbridge conceded at oral argument that there is no legislative history to support its construction of the statute. Accordingly, we conclude that the legislative history analysis set forth by the court of appeals is compelling and indicates that the legislature intended to allow the detachment of island parcels.<sup>10</sup>

In addition to legislative history, the parties offer various arguments generally pertaining to the context, scope, and subject matter of the statute. However, we find none of these to be as persuasive as the legislative history in terms of providing an indication of the legislature's intent.

For example, both the court of appeals and the Board point to the language of Wis. Stat. § 117.15(5) as providing significant guidance on the question of whether § 117.12 prohibits island detachments. Section 117.15(5) requires that when deciding petitions a school board must consider "whether the proposed

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<sup>10</sup> Stockbridge also argues that even assuming that the legislative history supports the conclusion that only the two school districts involved in the detachment proceeding adjoin each other, it still must be determined whether the word attachment requires a common boundary. Stockbridge contends that our interpretation leaves the word attachment as meaningless surplusage. We consider this argument to be merely a different variation of Stockbridge's argument, which we have previously rejected, that the plain meaning of the word attachment requires a physical connection with the district of attachment.

reorganization will make any part of a school district's territory noncontiguous." The Board argues that because it is required to consider whether a district will be noncontiguous as a result of a reorganization, § 117.15(5) expressly contemplates that islands could be detached. Stockbridge contends that § 117.15(5) requires that the Board consider only whether a proposed detachment will make an island, not whether the proposed detachment is an island.

We are unpersuaded by either party's arguments that § 117.15(5) provides sufficient evidence of the legislature's intent.<sup>11</sup>

Finally, Stockbridge contends that allowing the detachment of islands is bad public policy and would frustrate the overriding purpose of ch. 117--which it asserts is to promote the educational welfare of children. For example, Stockbridge fears that small school districts will be decimated by residents who perceive that their children can receive a better education in a neighboring school district. Stockbridge also argues that it would allow

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<sup>11</sup> Stockbridge argues that common sense dictates that by its very name, the School District Boundary Appeal Board is intended to deal with matters involving district boundaries, not serve as arbiter of all territory within a district. We do not consider the name of the Board to be particularly indicative of its legislatively granted powers in this instance. Stockbridge also argues that the "piggyback" procedure used by the petitioners to establish a border link to the school district of attachment circumvents the requirements of the large territory detachment statute, Wis. Stat. § 117.11, and that applying the common boundary requirement to § 117.12(1) harmonizes the interaction between small and large territory reorganization. This argument is rendered irrelevant both by our holding that § 117.12(1) allows for island parcels to be detached and that § 117.12(5) expressly recognizes that there may be multiple small territory petitions for detachment.



property owners to "leap-frog" their property across the state to distant school districts through successive detachment provisions.

This court has long held that school district reorganization represents the determination of policy questions of a legislative nature which the legislature has delegated to the Board. Larson, 56 Wis. 2d at 826. Therefore, courts do not review the policy, wisdom or fairness of a particular reorganization decision, except to determine whether the Board's decision was arbitrary and capricious. See Zawerschnik v. Joint County Sch. Comm., 271 Wis. 416, 73 N.W.2d 566 (1955).

Stockbridge's argument that allowing islands to be detached will potentially decimate smaller school districts is misleading because such a result can occur even under its own interpretation of § 117.12(1). For example, nothing would prohibit a large number of individual border properties with a substantial portion of a district's equalized value from petitioning for detachment and potentially decimating a district. In fact, this court has on numerous occasions in the past upheld detachment orders that have allegedly decimated a school district. See, e.g., Iron River Grade Sch. Dist. No. 1 v. Bayfield County Sch. Comm., 31 Wis. 2d 7, 142 N.W.2d 227 (1966) (affirming detachment order which left only one-third of the original tax base but 92 percent of the student population); State ex rel. Grant Sch. Dist. v. Sch. Bd., 4 Wis. 2d 499, 91 N.W.2d 219 (1958) (affirming detachment order which took 80 percent of the equalized value of the district);

Zawerschnik, 271 Wis. 416 (affirming order that detached 77 percent of tax base).

Such reorganizations, while still possible, are less likely today given that the legislature has since provided the Board with specific factors set forth in Wis. Stat. § 117.15 which it must consider before detaching boundary or "island" parcels. Under § 117.15, the Board must consider factors such as: (1) the geographical characteristics of the affected school districts and travel time (Wis. Stat. § 117.15(1)), (2) the educational needs of all of the children residing in the affected school districts and the ability of each district to meet those needs (Wis. Stat. § 117.15(2)), (3) any adverse effect on curricular and extracurricular programs of each district (Wis. Stat. § 117.15(2m)), and (4) the fiscal effect of the proposed reorganization (Wis. Stat. § 117.15(4)).

Accordingly, Stockbridge's fears of wide-scale decimation of school districts and property owners "leap-frogging" across the state are largely unfounded. In fact, this case is illustrative of the process intended by the legislature. Counsel represented at oral argument that the property proposed to be detached represented 63 percent of the district's equalized value. The Board, applying the factors in § 117.15 and its own criteria, approved the detachment of property representing 6.8 percent of the district's equalized value.

If, as Stockbridge submits, the legislature meant something other than what the legislative history indicates, the remedy is not in the courts. Modifications of the statute, if it works badly or in undesirable ways feared by Stockbridge, must be obtained through legislative, not judicial, action. See State ex rel. Badtke v. School Bd., 1 Wis. 2d 208, 213, 83 N.W.2d 724 (1957). In the meantime, this court will continue to review the legislative decisions made by the Board as it has in the past, determining whether the Board acted within its jurisdiction and whether its order was arbitrary and capricious. Larson, 56 Wis. 2d at 825.

In sum, we conclude that the explicit legislative history of the predecessor to § 117.12(1) provides the most persuasive evidence of the legislature's intent. None of Stockbridge's arguments related to the context, scope, or public policy served by the statute is compelling enough to overcome the legislature's stated intention in 1981 to allow any property owner to petition for detachment and attachment to an adjoining district.

## II.

We next address Stockbridge's second jurisdictional argument, that one of the Board's orders is void because it dealt with territory included in a prior and pending reorganization petition contrary to Wis. Stat. § 117.05(4)(b)1. That statute provides that while a reorganization is pending, "any other reorganization proceeding commenced or order made that includes any territory

included in the pending reorganization proceeding is void." Stockbridge contends that territory included in Petition No. 1 (Circuit Court No. 93-CV-331H) was also included in Petition No. 16 (Circuit Court No. 93-CV-330H), which was filed prior to Petition No. 1. Therefore, Stockbridge argues that all proceedings related to Petition No. 1 are void.<sup>12</sup>

Our review of the record reveals that evidence of the overlap complained of by Stockbridge has never been fully developed throughout these proceedings. We note that the evidence in the record fails to conclusively establish an overlap between Petitions No. 1 and 16. For example, the petitions on their face do not establish an overlap because Petition No. 16 lacks any legal description of the property to be detached. Stockbridge in its brief relies only on a map it submitted to the Board as an exhibit to indicate the overlap. However, the map indicates by its legend that Petitioned Area 16 is a "Possible Petition Overlap." A spokesperson in favor of detachment testified that while there was an overlap, it was due to a clerical error.

Even assuming that the record supports a finding that Petitioned Areas 1 and 16 overlap, no such finding has ever been made. Stockbridge asserts that the Board failed to decide this issue. However, this court has previously recognized the

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<sup>12</sup> Petition No. 1 involved four of the 44 parcels which the Boundary Appeal Board allowed to detach from Stockbridge and attach to Chilton.

"fundamental policy that parties to an administrative proceeding must raise known issues and objections and that all efforts should be directed toward developing a record that is as complete as possible in order to facilitate subsequent judicial review of the record." Omernick v. DNR, 100 Wis. 2d 234, 248, 301 N.W.2d 437, cert. denied, 454 U.S. 883 (1981). Our review of the record indicates that Stockbridge failed to do so. While it is true that counsel for Stockbridge in his opening statement to the Board identified the issue as one he was going to address, he never subsequently addressed it.<sup>13</sup>

We note that the court of appeals was also troubled by the inadequacy of the record in considering this issue, and concluded that even if there were error, Stockbridge "invited" it because it likewise considered the overlapping petitions when initially denying them. See Stockbridge, 192 Wis. 2d at 632 & n. 10. In essence, Stockbridge now seeks to prevent the Board from doing the very thing that it did, that is, make a determination on a

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<sup>13</sup> In addition to the alleged overlap in Petitions No. 1 and 16, Stockbridge also argued to the board that an overlap existed between Petitions No. 12 and 20. The record does not reveal why Stockbridge apparently abandoned the overlap issue as to Petition No. 20. We note that counsel for Stockbridge raised the overlap issue again as to both Petition No. 1 and Petition No. 20 at the second hearing, but did not develop it. Rather, counsel merely summarily stated that regardless of the reasons, the overlap existed, and that the Board lacked jurisdiction over Petitioned Areas 1 and 20. Nevertheless, the substantive decision had already been made, and the second hearing was limited to the proper procedure for implementing the Board's decision. See supra n. 4.

petition which allegedly contains property described in a previously filed petition. Because the overlap issue was neither developed adequately by Stockbridge nor decided by the Board, and the error complained of was facilitated by Stockbridge's actions, we agree with the conclusion of the court of appeals.

*By the Court.*—The decision of the court of appeals is affirmed.

**SUPREME COURT OF WISCONSIN**

Case No.: 94-1867

Complete Title

of Case: Stockbridge School District,  
Petitioner-Appellant-Petitioner,  
v.  
Department of Public Instruction School  
District Boundary Appeal Board,  
Respondent-Respondent.

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REVIEW OF A DECISION OF THE COURT OF APPEALS  
Reported at: 192 Wis. 2d 622, 531 N.W.2d 624  
(Ct. App. 1995)  
PUBLISHED

Opinion Filed: June 25, 1996

Submitted on Briefs:

Oral Argument: May 3, 1996

Source of APPEAL

COURT: Circuit  
COUNTY: Manitowoc  
JUDGE: FRED H. HAZLEWOOD

JUSTICES:

Concurred:  
Dissented:  
Not Participating:

ATTORNEYS: For the petitioner-appellant-petitioner there were briefs by *Robert W. Burns, Thomas E. Griggs, Paul C. Hemmer* and *Godfrey & Kahn, S.C.*, Green Bay and oral argument by *Thomas E. Griggs* and *Robert W. Burns*.

For the respondent-respondent the cause was argued by *Laura Sutherland*, assistant attorney general, with whom on the brief was *James E. Doyle*, attorney general.

Mark and Tracey Hoffmann  
N9196 Cty Rd H  
Cambria, WI 53923

Wisconsin Department of Public Instruction  
Kathy Fry, Chair  
P.O. Box 7841  
Madison, WI 53707-7841

RE: Hoffmann's Written Testimony for Consideration from the SDBAB

April 30, 2024

Dear Mrs. Kathleen Fry and SDBAB,

Tracey and I started our married life together in August of 2008. We met in college and shared the dreams of becoming educators and raising a family of our own to share the same values we were brought up with. After getting married we bought our first house in the City of Markesan where we lived for eight years. It was a beautiful American foursquare style home in the middle of town that sat on a double lot along highway 44. We spent the first several years of our marriage fixing up that house and making it our home. We brought it back to life restoring original finishes on the inside and developing flower and vegetable gardens outside. I took a job as a middle school teacher while Tracey worked as a waitress at a supper club and finished her degree in education. Eventually, this was the home that saw us welcome our first two children into our family. We loved our home and the community but wished our girls had a stronger relationship with their extended family and the farm.

We were both brought up in agricultural families. My family had what would best be described as a hobby farm. We raised a few head of beef cattle, horses, and a random assortment of chickens, turkeys and pigs over the years. My maternal grandfather was a dairy farmer and my dad worked first as an agricultural diesel mechanic and later as a salesman of agricultural equipment and heavy trucks all the while helping my grandfather until he sold the cows when I was young. In my early years, my mother was a stay at home mom and later took a job as a middle school educator when I was around 10 years old.

Tracey's family remains a prominent dairy farming family in the Markesan Community. Tracey's mother is a highly decorated middle school teacher in the Markesan School District and her father and two oldest brothers manage the family farm which is a medium sized dairy with around 250 milking cows and nearly 600 head of cattle at any given time as well as a large grain operation. While the 5th generation farm continues to grow, it remains a true family farm as it is often "all hands on deck" at many times throughout the year. It is commonplace for Tracey's third brother to pitch in during harvest and planting season. I regularly help during these seasons as well as during the summer when I am on break from school. The six oldest grandchildren all work on the farm as well with responsibilities ranging from calf chores to field work for the oldest. Our oldest daughter, H [REDACTED], is part of this with daily contributions to the



calf chores after school. Tracey and her mom are constantly working to keep animals and workers fed, managing logistics and organizing events and celebrations.

Tradition is rooted deeply within our family and it is often the task of Tracey and I to carry on traditions related to birthdays and other family gatherings. Being the youngest and only girl in the family, Tracey is also in the unique position as the archivist of the family story. The family relies on her to keep track of important dates, events, and records. These traditions create strong family ties and result in the next generation of cousins being the best of friends. For these reasons, having the whole family on the same schedule with school events and calendars means these traditions can carry on.

In the spring of 2016, it became apparent that our current home would be coming up for sale. The property sits less than three miles, just a short—two minute drive to Tracey's family farm. The move would mean a stronger connection to the farm and, more importantly, the family for our girls. Despite the beautiful life we had carved out for ourselves in Markesan we knew we had to do everything in our power to make the move. Finally in December of 2016, the sale was final and we moved. In true Hoffmann family fashion, all of our family, friends and neighbors helped with the move. Eight years of love and family building was moved the short distance to our forever home by the farm in two moving trucks, one cattle trailer and an innumerable amount of pick-up trucks.

At the time of the move, Tracey and I were both teaching in Portage, Tracey as a middle school English teacher and I as a middle school Agricultural teacher. It was clear to Tracey that her passion was not middle school English, but instead Spanish, as she had taught HS Spanish in Randolph the six years prior to taking a position in Portage. The next school year provided Tracey and I with new teaching opportunities. I was given the opportunity to transition to the high school Biology position in Portage, which has always been my passion and Tracey with an opportunity to get back into teaching Spanish. K█████ W█████ retired from teaching Spanish in Cambria creating a vacancy that Tracey excitedly accepted as a means to get back into her favorite teaching subject.

These job changes didn't come without difficult decisions though. We would now be driving separate directions and would have to make some tough decisions with regard to daycare for our two young children. Despite our very strong desire to keep the cousins together in the same district, we had no physical means to keep the girls on track to attend the programs offered in Markesan. At the same time, the Cambria school district offered a newly established daycare program. So the decision was made to send the girls, with their mom, to Cambria-Friesland for school. That first year, H█████ attended a private ██████ program and K█████ went full time to the daycare in Cambria. For the next school year, we considered moving H█████ to Markesan for ██████ but pressure from administration in Cambria and the continued struggle to facilitate transportation kept the girls in that district.

During this time, I joined the school board in Cambria as a means to be more connected to the community and the girls' education. During my time on the board, Covid struck and education was flipped on its head. While the Cambria school community did the best they could at the

time, the experience showed how disconnected we truly were from the family that we were trying to get closer to. In the years following the initial pandemic lockdown, our family struggled to maintain traditions and connections as hectic school year schedules continued to interrupt life events.

Then, in the summer of 2023, Tracey had the opportunity to come back to Portage this time to teach Spanish at the high school. Tracey and I were once again on the same schedule but once again a difficult decision loomed. H [REDACTED] would be entering the [REDACTED] grade and K [REDACTED] would be starting [REDACTED] grade. They had both developed strong relationships with teachers and friends in Cambria. For this reason, leaving the girls there was considered. Ultimately, one of the main reasons for Tracey to change jobs once again was the opportunity to get the girls back in the Markesan School District. I had since left the school board and now with neither of us working in the district, the only thing keeping the girls there would be our property lines falling inside the Cambria-Friesland School District.

Tracey changed jobs and her parents committed to helping us transport the girls to Markesan so we open enrolled them out of Cambria and back to Markesan. Volatility in education leaves Tracey and I both wondering about job security and longevity. Teachers are changing jobs more frequently for a growing number of reasons. This makes it difficult to know with any certainty where our careers will take us. Providing certainty and consistency for our children is, then, the ultimate goal. Our home is one certainty for our family. It's proximity to our extended family and the farm grounds us. Connecting our girls to the Markesan school district is another certainty that roots our family in that ground and creates lasting connections to our family and the Markesan community. Having the girls be part of that community will provide them with consistency regardless of where our careers take Tracey and I.

Open-enrollment to Markesan provides our family the opportunity to have consistency in our girls' education. But it is only a temporary bandage and leaves us with burdens to overcome and questions to answer. How permanent is open-enrollment as a system? M [REDACTED] will not graduate high school for another 17 years. Will she be forced to switch schools/friends during a pivotal time in her education? As our girls get more involved in extracurricular events will they have appropriate transportation to facilitate their activities or will they have to be limited in what activities they can choose to be a part of because of lack of transportation for themselves or their siblings?

Family is the constant in our lives. The school and greater community is an extension of that family. Transferring our property to the Markesan School District will ensure that our children will experience consistency in their educational careers that will mirror the consistency in their family life.

Sincerely,  
The Hoffmann Family  
Mark, Tracey, H [REDACTED], K [REDACTED], and M [REDACTED]

To Whom it May Concern:

5/2/2024

My name is Jean Hoffmann. Tracey is my daughter. I have taught in the Markesan School District for 34 years. Our family has been part of the Markesan community for 5 generations. We live on a Dairy farm that has been in our family for over 150 years. My husband's grandfather was a founder of St. John's Lutheran Church in our community. Our family's roots run deep in the Markesan area. All of my children, nieces and nephews, and grandchildren have gone to or are currently enrolled in Markesan District Schools and are active in community events.

I understand that Mark & Tracey Hoffmann are requesting that their land be detached from the Cambria School District and attached to the Markesan School District. Their daughters are currently attending Markesan District Schools through the school choice option. Although this is a great opportunity for them, it is not a guarantee that they will be able to complete their education in the district of their family's choice. Because of the volatile political arena in our nation, school choice could change at any time. It also does not provide Mark and Tracey the opportunity to serve on the school board or vote to support school referendums. Their tax dollars currently go to a district that they have no community connection with and that does not provide any opportunities for their children's education.

"It takes a community to raise a child." This African proverb is a perfect metaphor to what Tracey and Mark are experiencing. They have been involved in the Markesan community for their entire lives and value the strength and support it provides for their family, but part of their commitment to the community and Markesan District Schools is missing. It takes a full commitment for all participants to prosper and grow. Without attachment to the Markesan District, they are unable to vote or serve on the school board. Mark and Tracey are committed to supporting the new school referendum that is being considered by the community. Being an advocate has little meaning if you can't vote to put your tax dollars behind it.

Mark served on the Cambria School Board through the Covid crisis when his daughters attended Cambria. He is fully aware of the important role school boards play in the educational process. He would like to represent his community and be a leader in the community that is part of his life and his daughters' education.

Tracey has always been involved in fundraising. In 6th grade she participated in the "People to People Ambassador Exchange Program" where she was required to participate in community service and raise money for her journey. When she was in college, a very close friend of her brothers was killed in a tragic truck accident. To help her brothers and the community heal from this tragedy, she helped organize and run the "Schultz Shoot-Out" (a softball tournament) for 18 years that raised over \$500,000 in scholarships for students in our community in memory of Zach. She is involved in fundraising for her Spanish students so they can experience travel to foreign countries. Understanding the importance of financial support in a community comes from her farm family background and her professional experience as a teacher. She sees first hand the effect that money can have on programs in the schools. She also understands that every tax dollar is important and should be spent on the students it serves. Both Tracey and Mark believe in the importance of voting as a voice in support of education.

I support their effort to attach to the Markesan School District because I believe their commitment to our district will not only have a positive impact on their children's education; it will also strengthen their ability to be advocates for our district and community.

Jean Hoffmann  
Markesan Middle School Teacher  
Middle School Student Council Advisor  
Middle School Yearbook Advisor  
High School Yearbook Advisor  
7th Grade Camp Coordinator  
[hoffmjea@markesan.k12.wi.us](mailto:hoffmjea@markesan.k12.wi.us)  
920-210-1841

██████████ ██████████  
Markesan High School  
██████████ Inglehart Rd  
Cambria, WI 53923  
(920) 382-██████████

May 2, 2024

Dear SDBAB,

For as long as I have been in school, I have always had a family member to go to if I needed something. Not everyone gets the opportunity to go to school with family members, but I was fortunate enough to grow up that way. I feel that having my whole family at Markesan has been really helpful and convenient throughout the years. For example, if I needed help on homework I could go to my Grandma Hoffmann's room to see if she could help me in any sort of way. Furthermore, if I was having a bad day I could go to my cousin R██████████, who is the same age as me, to talk about it. I feel that H██████████ and K██████████ will have an easier time getting through school if they can do it with their cousins B██████████ and K██████████, who are the same ages as them as well. In conclusion, I think that it is to H██████████ and K██████████'s benefit that they are around their family when going through school.

Sincerely,

██████████ ██████████

██████████  
██████████ State Rd. 44  
Dalton, WI 53926

May 2, 2024

Dear SDBAB,

One thing I enjoy most in the world is my family. I'm so glad that all of my cousins go to the same school now. I get to see them so much more and it brightens my day. I love seeing them get off the bus excited to tell me all about how their day went and hear about all of the new amazing friends that they have made. In addition to that, they have made an appearance at more of my sports events. They not only share their support for me, but the community around them as well. I'm big on supporting Markesan and getting the opportunity to watch them play sports for our school makes me overjoyed. Family support is something important that every family should have and I'm lucky to have all the support from them and be able to support them.

Sincerely,

████████████████████

**MATERIALS  
FROM  
DETACHING  
DISTRICT**

# PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

The petitioner must complete Section 1, then take the form to the municipal clerk to complete Section 2, and then submit the petition to the school district where the property is located. See <https://dpi.wi.gov/sfs/support/reorganization/detachment/small-territory-owner> on the DPI website for more information. The petition must be submitted to the school district **BEFORE FEBRUARY 1**.

## SECTION 1 - TO BE COMPLETED BY THE PERSON SUBMITTING THIS PETITION (please print or type)

Petitioner Name(s) Mark J. Hoffmann and Tracey L. Hoffmann

Address (street, city, zip) N9196 County Road H Cambria, WI 53923

Phone Number 920-210-1843 or 920-740-4274 E-mail traceyhoffmann@gmail.com

Legal Description of Territory Proposed for Detachment INCLUDING PARCEL NUMBERS: Lot 1 of Columbia County Certified Survey Map No. 5508 as recorded in the office of the Register of Deeds for Columbia County, Wisconsin on January 30, 2014 at 12:13 P.M. in Volume 39 of Certified Surveys, Page 23 as Document No. 857351; Being Lot 1 of Certified Survey Map No. 4713 in Volume 33, Page 48, as Document No. 763788, located in the North West ¼ of the North East ¼ of Section 14, Township 13 North, Range 11 East, Town of Scott, Columbia County, Wisconsin.  
(If more space is needed to describe the property, attach additional pages)

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the above described territory, file this petition to detach the above described territory **FROM** the Cambria-Friesland School District and to attach it **TO** the Markesan School District.

SIGNATURE(S)	DATE	(For each signature check one)		
		Property Owner	Elector	Both Owner and Elector
1. <i>[Signature]</i>	12/27/2023			X
2. <i>[Signature]</i>	12/27/2023			X

## SECTION 2 - TO BE COMPLETED BY THE CLERK OF THE MUNICIPALITY IN WHICH THE TERRITORY IS LOCATED - (please print or type)

The legal description of the territory proposed for detachment is sufficient to identify its location and value. (If no, return the form to the petitioner.)		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
School District where territory is located	<u>Cambria Friesland</u>	Value of Property	<u>223,000</u>
Municipality where territory is located	<u>Town of Scott</u>	Year Value was Determined	<u>2023</u>
County where territory is located	<u>Columbia</u>	Assessment Ratio	<u>0.943240648</u>

I, the undersigned, certify that the property description in Section 1 is sufficient to determine its location and value and that the information entered above in Section 2 is correct.

SIGNATURE OF MUNICIPAL CLERK <u>Renee Wendt</u>		Date: <u>12-28-23</u>
Name of Clerk (please print)	<u>Renee Wendt</u>	
Mailing Address	<u>W 3552 Ross Rd Cambria WI 53923</u>	
Phone Number	<u>262 573 7305</u>	E-mail Address <u><del>rene</del> to scotttownclerk@gmail.com</u>

## SECTION 3 - TO BE COMPLETED BY THE CLERK OF THE SCHOOL DISTRICT IN WHICH THE TERRITORY IS LOCATED - (please print or type)

District receiving petition	<u>Cambria-Friesland</u>	Date received	<u>12-29-23</u>
Number of pupils residing in the territory described in Section 1 who were reported as of the most recent 3 <sup>rd</sup> Friday in September or 2 <sup>nd</sup> Friday in January (see s.121.05 (1) (a), Wisconsin statutes, for categories of students to include).			<u>2</u>
Name of School District Clerk (please print)	<u>Marc Berger</u>	Phone	<u>920-348-5135</u>
SIGNATURE OF SCHOOL DISTRICT CLERK <u>Marc Berger</u>			

After completing Section 3 the clerk of the detaching school district must send a certified copy (a document with original signatures or a photocopy accompanied by a Certificate of True Copy) of this petition to the school board of the school district to which the property is proposed to be attached and also to :

Secretary, School District Boundary Appeal Board  
Department of Public Instruction  
PO Box 7841  
Madison, WI 53707-7841



CERTIFICATE OF TRUE COPY - PETITIONS

State of Wisconsin )  
 )ss  
Columbia County )

I, Marc Berger, clerk of the Cambria-Friesland School District, hereby certify that I have carefully compared the attached copy of the petition to alter school district boundaries made and filed by 29 on December, 20 23, with the original which is now on file in the district office of Cambria-Friesland School District as required by law. I further certify that the same is a true and correct copy of said original.

Signed this 4th day of January, 20 24.

  
Cambria-Friesland School District

NOTE: The original Petition to Alter School District Boundaries and the original of all other documents should be kept on file in the school district office.

This certificate should be attached to a copy of the petition and mailed to:

Secretary, School District Boundary Appeal Board  
Department of Public Instruction  
P.O. Box 7841  
Madison, WI 53707-7841



Cambria-Friesland  
School District

**Monday, February 19, 2024**  
**SPECIAL MEETING OF THE BOARD OF EDUCATION**

**CAMBRIA FRIESLAND SCHOOL DISTRICT**  
**6:00 P.M.**  
**CAMBRIA-FRIESLAND DISTRICT LIBRARY**  
**410 E. EDGEWATER ST.**  
**CAMBRIA, WI 53923**

**Vision Statement**

**There will be students that come to us with different kinds of gifts, but they attend Cambria-Friesland**

**School District with one dream; academic success.**

**There will be different levels of achievement, but one goal; graduation with skills to compete.**

**There will be different kinds of future service, but one vibrant personality in his/her sharing with society;**

**In the Cambria-Friesland School District, our Vision is to educate ALL through educating each student as one.**

**1. MEETING OPENING**

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1.1 Call to Order

1.2 Roll Call

1.3 Agenda Adoption

**2. NEW BUSINESS**

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2.1 Hearing - Petition to Alter School District Boundaries

**3. 2024-25 CFEA-CFSD BASE WAGE NEGOTIATIONS**

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3.1 Decision on Open or Closed Negotiations

3.2 CFEA Base Wage Proposal, Discussion, and Negotiations

3.3 Caucus and Reconvene (if needed)

3.4 CFSD Base Wage Proposal, Discussion, and Negotiations

3.5 Caucus and Reconvene (if needed)

3.6 Repeat 3.2 through 3.5 as needed

3.7 Decide Next Steps

**4. CLOSED SESSION (if needed)**

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4.1 Roll call vote to convene in closed session.

4.2 Wisconsin State Statute 19.86, 19.85(1) (c), (e) and 111.70(4) (cm)2. The Board will meet to discuss potential total base wage proposals for employees in the Cambria-Friesland Education Association bargaining unit. The Board will also meet in closed session to discuss potential base wage adjustments that are subject to negotiation. The Board will also discuss supplemental compensation that may be offered to individual employees in the Cambria-Friesland Education Association bargaining unit.

4.3 Return to open session.

## **5. ADJOURNMENT**

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5.1 Adjourn

## **Instructions provided to the CFSD Board regarding Deliberations:**

The school board shall consider and weigh the following factors as they affect the educational welfare of all the children of all the school districts affected by the proposed reorganization:

- The geographical and topographical characteristics of the affected school districts, including the estimated travel time to and from school for pupils in the school districts;
- The educational needs of all children residing in the affected school districts, the educational programs currently offered by each affected school district and the ability and commitment of each school district to meet those needs and continue to offer those educational programs;
- If territory is proposed to be detached from one school district and attached to an adjoining school district, whether the proposed detachment will have any adverse effect on the program currently offered by the school district from which the territory is proposed to be detached, including both curricular and extracurricular aspects of that program;
- The testimony of and written statements filed by the residents of the affected school districts;
- The estimated fiscal effect of the proposed reorganization of the affected school districts, including the effect of the apportionment of assets and liabilities;
- Whether the proposed reorganization will make any part of a school district's territory noncontiguous;
- The socioeconomic level and racial composition of the pupils who reside or will reside in territory proposed to be detached from one school district and attached to an adjoining school district or in a school district proposed to be dissolved; the proportion of the pupils who reside in such territory who are children at risk, as defined under s. 118.153(91)(a); and the effect that the pupils described in this paragraph will have on the present and future socioeconomic level and racial composition of the affected school districts and the proportion of the affected school districts' enrollments that will be children at risk.

In reaching its decision, the school board(s) may consider and weigh other appropriate factors as needed.

## Superintendent's Statement to the Board during Hearing

Wisconsin Statute 117.12 allows one or more property owners to submit a petition to alter school district boundaries for a small territory. The Hoffmanns submitted a petition to transfer their property at N9196 County Road H, the full legal description of which is in the petition, from the Cambria-Friesland School District to the Markesan School District.

This property is currently a single-family residence on 6.26 acres in Scott Township. The most recent estimated fair market value of the property is \$236,400. School district taxes on the property for 2023 were \$2,307.22, before any adjustments for first dollar credit, lottery and gaming credit, etc. County records indicate that all taxes have been paid to date.

The parcel is 1.5 miles from the nearest school district boundary, as the crow flies, and detachment of the parcel would create a non-contiguous boundary. The driving distances between the parcel and each relevant school are 8.1 miles (11 minutes) for Cambria-Friesland and 14.6 miles (20 minutes) for Markesan. The distances and times to Markesan are about 80% greater than those to Cambria.

To the best of my knowledge, there are two school-aged children living at this property, as well as a child younger than school age. The school-aged children are currently in grades 2 and 4. This school year, they began open enrolling to the Markesan School District.

The educational programs offered by the two school districts are equivalent, and both districts offer appropriate programs to meet the needs of the two children.

The fiscal impact on the two districts can be examined through changes in revenue and expenses associated with transportation, open enrollment, state aid, property taxes, and debt from present to the most likely outcomes if the transfer of territory were to be approved. Since the two children currently open enroll to Markesan, there would be no savings to Cambria-Friesland for a reduction in bus transportation, but there could potentially be a negative impact on Markesan's bussing costs as they would be required to offer bus transportation to this parcel. The two children would no longer open enroll to Markesan, as they would then be considered residents, so Cambria-Friesland would cease counting them in our membership count and Markesan would begin doing so. This would result in Cambria-Friesland's state aid being reduced by approximately \$22,000 and Markesan's being increased by approximately \$22,000. This would also result in Cambria-Friesland no longer transferring \$17,236 to Markesan due to the two students' open enrollments. Based on current millage rates, Cambria-Friesland would lose \$2,307.22 of property tax revenue and Markesan would gain \$1,115.79 of property tax revenue. The parcel owners would be responsible for their portion of the \$3.8 million referendum Markesan School District voters approved April 5th, 2022, which continues through the 2025-26 school year. A transfer of territory would require the two school districts to

determine how to account for the proportional value of the \$381,694.83 debt balance of the Cambria-Friesland School District which would have to be transferred to the Markesan School District and would likely be several hundred dollars.

Based upon the socioeconomic level and racial composition of the pupils who reside or will reside in the territory proposed to be detached from Cambria-Friesland and attached to Markesan; and the proportion of the pupils who reside in such territory who are children at risk, as defined under Wis. Stat. 118.153(91)(a), it is not anticipated that an approval of the requested transfer would impact the present and future socioeconomic level and racial composition of the affected school districts nor the proportion of the affected school districts' enrollments that will be children at risk.

I am happy to answer any questions about the information I just provided.

# **CAMBRIA-FRIESLAND SCHOOL DISTRICT**

## **SPECIAL MEETING OF THE BOARD OF EDUCATION**

**February 19, 2024**

The Special meeting of the Cambria-Friesland Board of Education was called to order on February 19, 2024 at 6:00 p.m. by Denise Bancroft-Hart. Motion carried.

Board Members Present: Denise Bancroft-Hart, Dan DeYoung, Tim Hendrickson, Steve Prochnow, Josh Rimmert and Tammy Schepp. Board Members Absent: Marc Berger. Also present: David Dude, District Administrator, Deb Merwin, Administrative Assistant, Shelley Adel, Mark Hoffmann, Melanie Hughes, Amanda Krueger, Steve Rodriguez, Madison Warren, and Abby Hofmeister.

Motion by Rimmert/Hendrickson to adopt the agenda as posted. 6 yes, 0 no. Motion carried.

### **NEW BUSINESS**

#### **HEARING ON PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES:**

The Board Chair called the hearing to order and asked if anyone had any procedural questions or objections to the participation of any particular Board members in the hearing. There were no questions or objections.

The Chair explained that the hearing was called in response to a petition received from Mark & Tracey Hoffmann to detach their property at N9196 County Road H, Cambria, WI, from the Cambria-Friesland School District and attach said property to the Markesan School District. The Chair reviewed notifications between parties and verified all were completed appropriately. The Chair reviewed the rules applicable to the hearing.

The Chair asked if there were any proponents of the petition who wished to address the Board. Mr. Mark Hoffmann responded and presented his reasons in favor of the petition being approved.

The Chair asked if there were any opponents of the petition who wished to address the Board. There were none.

The Superintendent shared information related to factors the Board must consider and weigh in regards to their effect on the educational welfare of all the children of all the school districts affected by the proposed reorganization. This included information relevant to the following:

- The geographical and topographical characteristics of the affected school districts, including the estimated travel time to and from school for pupils in the school districts;
- The educational needs of all children residing in the affected school districts, the educational programs currently offered by each affected school district and the ability and commitment of each school district to meet those needs and continue to offer those educational programs;
- Whether the proposed detachment will have any adverse effect on the program currently offered by the school district from which the territory is proposed to be detached, including both curricular and extracurricular aspects of that program;
- The testimony of and written statements filed by the residents of the affected school districts;
- The estimated fiscal effect of the proposed reorganization of the affected school districts, including the effect of the apportionment of assets and liabilities;
- Whether the proposed reorganization will make any part of a school district's territory noncontiguous;
- The socioeconomic level and racial composition of the pupils who reside or will reside in territory proposed to be detached from one school district and attached to an adjoining school district or in a school district proposed to be dissolved; the proportion of the pupils who reside in such territory

who are children at risk, as defined under s. 118.153; and the effect that the pupils described in this paragraph will have on the present and future socioeconomic level and racial composition of the affected school districts and the proportion of the affected school districts' enrollments that will be children at risk.

- Other appropriate factors.

The Chair asked if any Board members had questions or comments. They did not.

The Chair explained that the Board may choose to grant this request, deny this request, or may choose to not take any action, and that if the Board chooses not to take any action, then the request is deemed denied.

Motion by Hendrickson/DeYoung to approve the adoption of the resolution authorizing issuance of an order to deny the petition upon which this hearing has been held.

Roll call vote: Yes Denise Bancroft-Hart, Absent Marc Berger, Yes Dan DeYoung, Yes Tim Hendrickson, Yes Steve Prochnow, Yes Josh Rimmert, Yes Tammy Schepp.

#### DECISION ON OPEN OR CLOSED NEGOTIATIONS:

Either party may request that negotiations be conducted in closed session. If such a request is made, the Board President will call for a motion to convene in closed session for the purposes of negotiations. Both parties agreed to have the negotiations in an open session.

#### 2024-25 CFEA-CFSD BASE WAGE PROPOSAL, DISCUSSION, AND NEGOTIATIONS:

CFEA leadership presented their initial proposal for the 2024-25 changes to "base wages" for teachers and counselors. Mr. Rodriguez gave a proposal on behalf of the CFEA.

#### Items for Negotiations:

- Increase each cell of the Salary schedule by 4.12%
- Terms of the Agreement to be Jul 1, 2024 to June 30, 2025

#### Items for Discussion:

- Commitment to Step and Lane Movement for all eligible teachers.
- Status of the 2024-2025 Handbook; any changes to the Handbook.
- Discuss changes to health insurance.
- Any changes to work conditions.
- Other matters of mutual interest.

6:20 p.m. CAUCUS

7:06 p.m. RECONVENE

Dr. Dude spoke on behalf of The Board of Education and they proposed an increase to the base wage pool by \$18,000.

7:12 p.m. CAUCUS

7:27 p.m. RECONVENE

CFEA leadership returned and at this time they will continue negotiations at the next Board meeting on Monday February 26, 2024.

#### **CLOSED SESSION**

ROLL CALL VOTE TO CONVENE IN CLOSED SESSION: Roll call to convene in closed session pursuant to the Wisconsin Statutes 19.86, 19.85(1)(c),(e), and 111.70(4)(cm)2.

Roll call vote: Yes Denise Bancroft-Hart, Absent Marc Berger, Yes Dan DeYoung, Yes Tim Hendrickson, Yes Steve Prochnow, Yes Josh Rimmert, Yes Tammy Schepp.



Wisconsin State Statute 19.86, 19.85(1) (c), (e) and 111.70(4) (cm)<sup>2</sup>. The Board will meet to discuss potential total base wage proposals for employees in the Cambria-Friesland Education Association bargaining unit. The Board will also meet in closed session to discuss potential base wage adjustments that are subject to negotiation. The Board will also discuss supplemental compensation that may be offered to individual employees in the Cambria-Friesland Education Association bargaining unit.

RETURN TO OPEN SESSION. Motion by Hendrickson/Rimmert to return to open session.

ADJOURN: Motion by Hendrickson/Rimmert to adjourn. 7 yes, 0 no. Motion carried. Time: 8:13 p.m..

**CERTIFICATE OF TRUE COPY**

State of Wisconsin )  
 )ss  
Columbia County )

I, Marc Berger, secretary of the meeting of the Cambria-Friesland School District, following a school board vote for the purpose of issuing an order, hereby certify that I have carefully compared the attached copy of the:

- Order Altering School District Boundaries
- Order of Denial  
*(check one)*

made and filed by said school board on February 19, 20 24, with the original which is now on file in the district office of Cambria-Friesland School District as required by law. I further certify that the same is a true and correct copy of said original.

Signed this 26 day of February, 2024.

Marc Berger, Clerk  
Cambria-Friesland School District

NOTE: The original Order Altering School District Boundaries or Order of Denial and the original of all other documents should be kept on file in the school district office.

This certificate should be attached to a copy of the Order Altering School District Boundaries or the Order of Denial and mailed to:

Secretary, School District Boundary Appeal Board  
Department of Public Instruction  
P.O. Box 7841  
Madison, WI 53707-7841

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Signed this 26 day of February, 20 24.

  
Cambria-Friesland School District, Clerk

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Cambria-Friesland School District

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Department of Public Instruction  
P.O. Box 7841  
Madison, WI 53707-7841

**CERTIFICATE OF TRUE COPY**  
School Board Resolution

State of Wisconsin )  
 )ss  
Columbia County )

I, Marc Berger, secretary of the meeting of the Cambria-Friesland School District, following a school board vote for the purpose of adopting a resolution, hereby certify that I have carefully compared the attached copy of the:

- Resolution Altering School District Boundaries  
 Resolution of Denial  
*(check one)*

made and filed by said school board on February 19, 20 24, with the original which is now on file in the district office of Cambria-Friesland School District as required by law. I further certify that the same is a true and correct copy of said original.

Signed this 26 day of February, 20 24.

  
\_\_\_\_\_, Clerk  
Cambria-Friesland School District

NOTE: The original Resolution Altering School District Boundaries or Resolution of Denial and the original of all other documents should be kept on file in the school district office.

This certificate should be attached to a copy of the Resolution Altering School District Boundaries or the Resolution of Denial and mailed to:

Secretary, School District Boundary Appeal Board  
Department of Public Instruction  
P.O. Box 7841  
Madison, WI 53707-7841

**CERTIFICATE OF TRUE COPY**  
School Board Resolution

State of Wisconsin )  
 )ss  
Columbia County )

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- Resolution Altering School District Boundaries  
 Resolution of Denial  
*(check one)*

made and filed by said school board on February 19, 20 24, with the original which is now on file in the district office of Cambria-Friesland School District as required by law. I further certify that the same is a true and correct copy of said original.

Signed this 26 day of February, 20 24.

  
Cambria-Friesland School District, Clerk

NOTE: The original Resolution Altering School District Boundaries or Resolution of Denial and the original of all other documents should be kept on file in the school district office.

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Department of Public Instruction  
P.O. Box 7841  
Madison, WI 53707-7841

**CERTIFICATE OF TRUE COPY**  
School Board Resolution

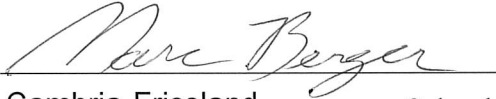
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Columbia County )

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Cambria-Friesland School District, Clerk

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Secretary, School District Boundary Appeal Board  
Department of Public Instruction  
P.O. Box 7841  
Madison, WI 53707-7841

CAMBRIA - FRIESLAND SCHOOL DISTRICT



ORDER OF DENIAL

The School Board of the Cambria-Friesland School District, under the authority of Ch. 117, Wis. Stats., and in compliance with a resolution adopted at a meeting of the school board held at 410 E. Edgewater St., Cambria, WI, 53923, at 6:00 p.m. on the 19th day of February, 2024, hereby order that the action requested in the petition upon which the hearing was held be **denied**. The petition requested that the following described territory, to wit:

Lot 1 of Columbia County Certified Survey Map No. 5508 as recorded in the office of the Register of Deeds for Columbia County, Wisconsin on January 30, 2014 at 12:13 P.M. in Volume 39 of Certified Surveys, Page 23 as Document No. 857351; Being Lot 1 of Certified Survey Map No. 4713 in Volume 33, Page 48, as Document No. 763788, located in the North West ¼ of the North East ¼ of Section 14, Township 13 North, Range 11 East, Town of Scott, Columbia County, Wisconsin

be detached from the Cambria-Friesland School District and said described territory attached to the Markesan School District.

  
Denise Bancroft-Hart  
Board President

2-19-24  
Date

  
Dan DeYoung  
Board Vice President

  
Marc Berger  
Board Clerk

  
Tammy Schepp  
Board Treasurer

  
Tim Hendrickson  
Board Member

  
Steve Prochnow  
Board Member

  
Josh Rimmert  
Board Member



CAMBRIA - FRIESLAND SCHOOL DISTRICT



RESOLUTION AUTHORIZING ISSUANCE OF AN ORDER

WHEREAS, a meeting of the the School Board of the Cambria-Friesland School District was held on the 19th day of February, 2024 at 6:00 p.m., and

WHEREAS, a petition has been filed with the clerk of the school board, pursuant to s. 117.11-13, Wis. Stats., proposing that the following described territory, to wit:

Lot 1 of Columbia County Certified Survey Map No. 5508 as recorded in the office of the Register of Deeds for Columbia County, Wisconsin on January 30, 2014 at 12:13 P.M. in Volume 39 of Certified Surveys, Page 23 as Document No. 857351; Being Lot 1 of Certified Survey Map No. 4713 in Volume 33, Page 48, as Document No. 763788, located in the North West ¼ of the North East ¼ of Section 14, Township 13 North, Range 11 East, Town of Scott, Columbia County, Wisconsin

be detached from the Cambria-Friesland School District and said described territory attached to the Markesan School District, and

WHEREAS, a public hearing has been held on the proposed reorganization by the school board pursuant to s. 117.11-13, Wis. Stats.,

NOW, THEREFORE, BE IT RESOLVED that an order be issued and filed DENYING the petition upon which said hearing has been held.

Introduced by: Hendrickson

Seconded by: DeYoung

Vote: Yes 6 No 0

Dated this 19th day of February, 2024.

Marc Berger, Clerk  
Cambria-Friesland School District

# C A M B R I A - F R I E S L A N D S C H O O L D I S T R I C T

**ELEMENTARY SCHOOL**



**MIDDLE/HIGH SCHOOL**

**Chelsea Showers**  
Elementary Principal  
chelsea.showers@cfsdwi.org

**David Dude, Ph.D.**  
Superintendent  
david.dude@cfsdwi.org

**Debra Torrison**  
Middle/High School Principal  
deb.torrison@cfsdwi.org

February 20, 2024

Mark & Tracey Hoffmann  
N9196 County Road H  
Cambria, WI 53923

Dear Mr. & Mrs. Hoffmann:

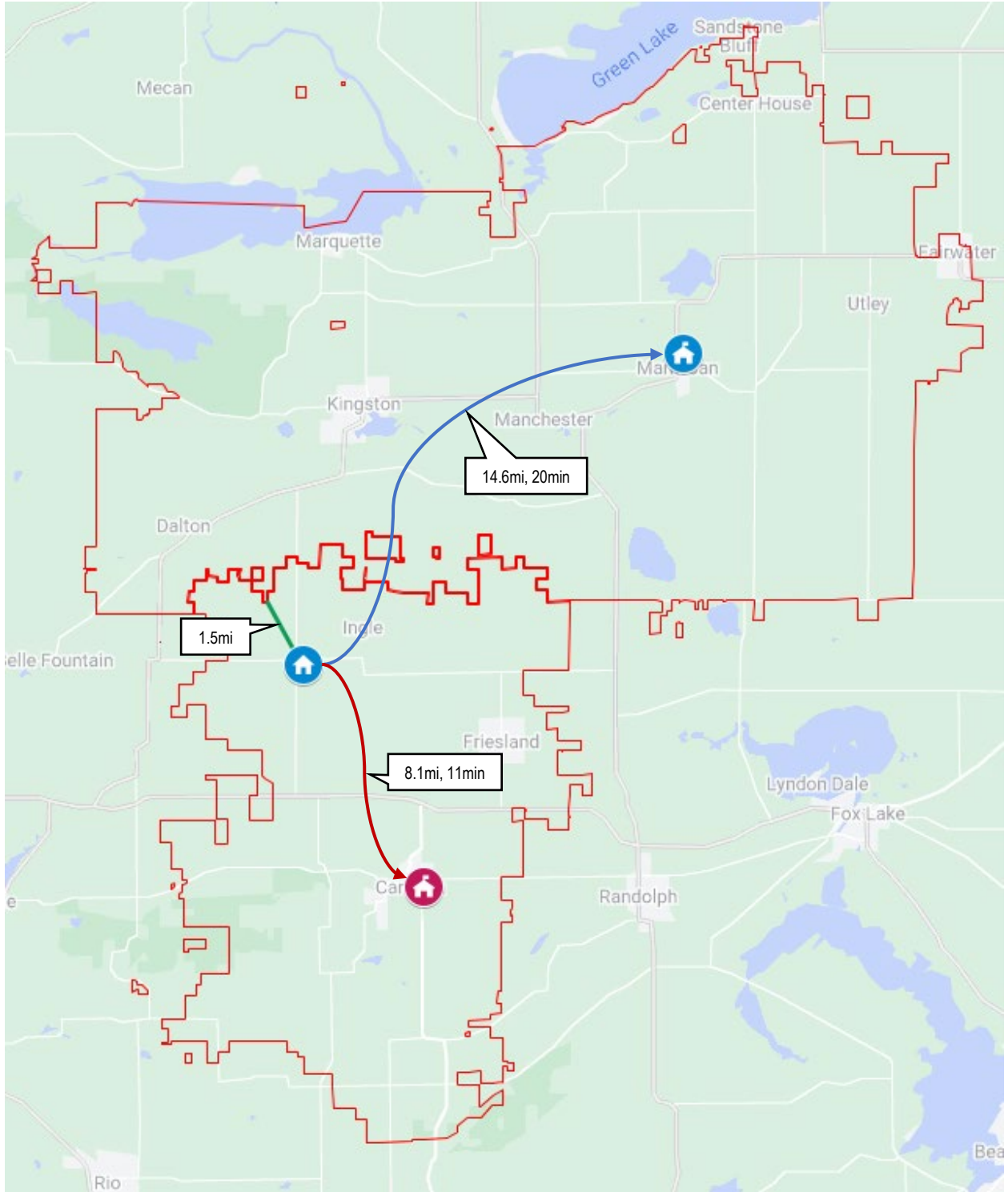
The Board held a hearing last night regarding your petition to detach your property from our school district. Mr. Hoffmann spoke in support of the petition and no one spoke in opposition to it. The Board voted to issue an order denying the petition. I will submit their order to the DPI, along with the information I receive from the Markesan School District regarding their decision to approve the petition.

You can find information about how to appeal this decision under Wisconsin Statutes 117.12(4) and (5) at <https://dpi.wi.gov/sfs/support/reorganization/detachment/small-territory-owner#Item%204>. If you choose to file an appeal, please note that they have firm deadlines. You must file your appeal with the Secretary of the School District Boundary Appeal Board no later than March 14, 2024.

If you have any questions, please don't hesitate to reach out.

Sincerely,

David Dude  
Superintendent



TOWN OF SCOTT  
 DONALD JERRED, TREASURER  
 W3973 CROWN RD  
 CAMBRIA, WI 53923

**COLUMBIA COUNTY - STATE OF WISCONSIN  
 PROPERTY TAX BILL FOR 2017  
 REAL ESTATE**

Hoffmann, Mark J

**Parcel Number: 11036 278.03  
 Bill Number: 869053**

**Important:** Be sure this description covers your property. Note that this description is for tax bill only and may not be a full legal description. See reverse side for important information.

**Location of Property/Legal Description**  
**N9196 County Highway H**  
 Sec. 14, T13N, R11E  
 Lot 1, CSM 5508-39-23  
 6.260 ACRES

869053/11036 278.03

**MARK J HOFFMANN  
 HOFFMANN, TRACEY L  
 N9196 COUNTY ROAD H  
 CAMBRIA WI 53923**

Please inform treasurer of address changes.

ASSESSED VALUE LAND 37,500	ASSESSED VALUE IMPROVEMENTS 134,300	TOTAL ASSESSED VALUE 171,800	AVERAGE ASSMT. RATIO 0.937532049	NET ASSESSED VALUE RATE 0.01914848 <small>(Does NOT reflect credits)</small>	<b>NET PROPERTY TAX</b> 3060.28
ESTIMATED FAIR MARKET VALUE LAND 40,000	ESTIMATED FAIR MARKET VALUE IMPROVEMENTS 143,200	TOTAL ESTIMATED FAIR MARKET VALUE 183,200	<input type="checkbox"/> A star in this box means unpaid prior year taxes.	School taxes also reduced by school levy tax credit 354.71	
TAXING JURISDICTION	2016 EST. STATE AIDS ALLOCATED TAX DIST.	2017 EST. STATE AIDS ALLOCATED TAX DIST.	2016 NET TAX	2017 NET TAX	% TAX CHANGE
State of Wisconsin	0	0	32.02	0.00	-100.0%
Columbia County	49,083	48,807	987.11	957.49	-3.0%
Town of Scott	196,186	202,781	310.11	265.37	-14.4%
Cambria-Friesland School	314,278	307,078	1,857.11	1,894.22	2.0%
MATC	53,519	53,075	182.22	172.63	-5.3%
<b>TOTAL</b>	<b>613,066</b>	<b>611,741</b>	<b>3,368.57</b>	<b>3,289.71</b>	<b>-2.3%</b>
<b>FIRST DOLLAR CREDIT</b>			<b>-77.54</b>	<b>-83.43</b>	<b>7.6%</b>
<b>LOTTERY AND GAMING CREDIT</b>			<b>-145.82</b>	<b>-146.00</b>	<b>0.1%</b>
<b>NET PROPERTY TAX</b>			<b>3,145.21</b>	<b>3,060.28</b>	<b>-2.7%</b>

**TOTAL DUE: \$3,060.28**  
**FOR FULL PAYMENT**  
**PAY BY:**  
**JANUARY 31, 2018**  
**Warning:** If not paid by due dates, installment option is lost and total tax is delinquent subject to interest and, if applicable, penalty.  
**Failure to pay on time. See reverse.**

**FOR INFORMATION PURPOSES ONLY • Voter Approved Temporary Tax Increases**

Taxing Jurisdiction	Total Additional Taxes	Total Additional Taxes Applied to Property	Year Increase Ends	Taxing Jurisdiction	Total Additional Taxes	Total Additional Taxes Applied to Property	Year Increase Ends
Town of Scott	15,931	46.36	2018				
Cambria-Friesland School	72,546	520.09	2018				

PAY 1ST INSTALLMENT OF: \$1,457.15 <b>BY JANUARY 31, 2018</b> AMOUNT ENCLOSED _____ <b>MAKE CHECK PAYABLE AND MAIL TO:</b> <b>TOWN OF SCOTT</b> <b>DONALD JERRED, TREASURER</b> <b>W3973 CROWN RD</b> <b>CAMBRIA, WI 53923</b> PIN# 11036 278.03 HOFFMANN, MARK J BILL NUMBER: 869053	PAY 2ND INSTALLMENT OF: \$1,603.13 <b>BY JULY 31, 2018</b> AMOUNT ENCLOSED _____ <b>MAKE CHECK PAYABLE AND MAIL TO:</b> <b>COLUMBIA COUNTY</b> <b>STACY L OPALEWSKI TREASURER</b> <b>PO BOX 198</b> <b>PORTAGE, WI 53901</b> PIN# 11036 278.03 HOFFMANN, MARK J BILL NUMBER: 869053	PAY FULL AMOUNT OF: \$3,060.28 <b>BY JANUARY 31, 2018</b> AMOUNT ENCLOSED _____ <b>MAKE CHECK PAYABLE AND MAIL TO:</b> <b>TOWN OF SCOTT</b> <b>DONALD JERRED, TREASURER</b> <b>W3973 CROWN RD</b> <b>CAMBRIA, WI 53923</b> PIN# 11036 278.03 HOFFMANN, MARK J BILL NUMBER: 869053
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## STATEMENT OF THE BOARD OF CANVASSERS

We, the undersigned members of the Board of Canvassers of the Cambria-Friesland School District, certify that the annexed and within tabular statement is true and correct as compiled by us from the original returns made to the school district clerk by the several towns, villages, and election districts in said school district, of the spring election held on Tuesday, the 6th day of April 2021. The number of votes given for the election of candidates for school board are as follows:

	<u>Number of Votes Received</u>
<b>Mark Hoffmann</b> School Board Member <b>Township of Scott</b>	<u>123</u>
<b>Steve Prochnow</b> School Board Member <b>Township of Scott</b>	<u>339</u>
<b>Dan DeYoung</b> School Board Member <b>School District at Large</b>	<u>379</u>
<b>Nathan York</b> School Board Member <b>School District at Large</b>	<u>95</u>

Witness our hands at the office of the School Clerk at Cambria, Wisconsin, dated this 8th day of April 2021.

### Board of Canvassers

1. Daniel J Bancroft-Hart
2. Derrick Smith
3. Marc Berger (Marc Berger, Clerk)

N9196 County Rd H

Cambria, WI 53923

July 28, 2023

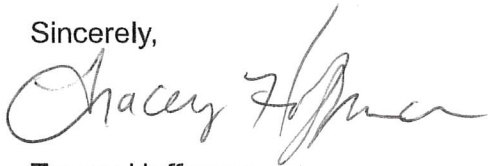
Dr. David Dude and the Cambria School Board,

I am writing to inform you that I am resigning my position with the Cambria-Friesland School District. I have recently accepted a position in the Portage Community School District.

I enjoyed my time at Cambria and will sincerely miss the students and staff.

Please contact Lisa Mildenerger at Portage Community Schools  
[mildenergerl@portage.k12.wi.us](mailto:mildenergerl@portage.k12.wi.us) to settle liquidated damages.

Sincerely,

A handwritten signature in cursive script that reads "Tracey Hoffmann". The signature is written in black ink and is positioned above the printed name.

Tracey Hoffmann

# C A M B R I A - F R I E S L A N D S C H O O L D I S T R I C T

ELEMENTARY SCHOOL



MIDDLE/HIGH SCHOOL

**Chelsea Showers**  
Elementary Principal  
chelsea.showers@cfsdwi.org

**David Dude, Ph.D.**  
Superintendent  
david.dude@cfsdwi.org

**Debra Torrison**  
Middle/High School Principal  
deb.torrison@cfsdwi.org

---

## SENT VIA U.S. MAIL AND EMAIL

August 14, 2023

Tracey Hoffmann  
N9196 County Road H  
Cambria, WI 53923

Dear Mrs. Hoffmann:

Your resignation submitted July 28th was accepted by the Board at their August 14th meeting. In accordance with your employment agreement, the acceptance of your contract release is contingent upon payment of \$2,000 liquidated damages. The Portage Community School District has paid those damages on your behalf. Therefore, you are released from your 2023-24 teaching contract with the Cambria-Friesland School District. I wish you all the best in your new position.

Sincerely,

David Dude  
Superintendent

CC: Deb Merwin, Pam Drews, Lisa Mildenberger

**Early Childhood/3K**  
**Mrs. Kasperek 2023-2024**  
**Ext 211**

	Monday	Tuesday	Wednesday	Wednesday	Thursday	Friday
8:00-8:20	Breakfast Fine Motor Tubs	Breakfast Fine Motor Tubs	Breakfast Fine Motor Tubs	Breakfast Fine Motor Tubs	Breakfast Fine Motor Tubs	Breakfast Fine Motor Tubs
8:20-8:45	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
8:45-9:15	Small Group Centers	Free Choice	Small Group Centers	Small Group Centers	Free Choice *ECSE Student *(9:15-9:35)	Music and Movement
9:15-9:45	Free Choice *ECSE Student *(9:15-9:35)		Free Choice *ECSE Student *(9:15-9:35)	Free Choice *ECSE Student *(9:15-9:35)		Large Group Activity
9:45-10:15	Reader from Public Library		Free Choice *ECSE Student *(9:15-9:35)	Free Choice *ECSE Student *(9:15-9:35)	Library	Free Choice - Supported Play
10:15-10:30	Snack	Snack	Snack	Snack	Snack	Snack
10:30-10:45	Music/Movement	Music/Movement	Music/Movement	Music/Movement	Music/Movement	Large Group Activity
10:45-11:00	Goodbye Song Pack Up & Dismiss	Goodbye Song Pack Up & Dismiss	Goodbye Song Pack Up & Dismiss	Goodbye Song Pack Up & Dismiss	Goodbye Song Pack Up & Dismiss	Goodbye Song Pack Up & Dismiss
11:00-11:30	Wrap Around Care Lunch	Wrap Around Care Lunch		Wrap Around Care Lunch	Wrap Around Care Lunch	SPED Paperwork/Evaluation/Prep
11:30-12:05	Wrap Around Care Recess (Robin's Lunch & Prep)	Wrap Around Care Recess (Robin's Lunch & Prep)	Wrap Around Care Recess (Robin's Lunch & Prep)	Wrap Around Care Recess (Robin's Lunch & Prep)	Wrap Around Care Recess (Robin's Lunch & Prep)	Lunch
12:05-12:15	Wrap Around Care (Bathroom and Transition to Childcare)	Wrap Around Care (Bathroom and Transition to Childcare)	Wrap Around Care (Bathroom and Transition to Childcare)	Wrap Around Care (Bathroom and Transition to Childcare)	Wrap Around Care (Bathroom and Transition to Childcare)	SPED Paperwork/Evaluation/Prep
12:15-12:35	Fine Motor Tubs	Fine Motor Tubs		Fine Motor Tubs	Fine Motor Tubs	SPED Paperwork/Evaluation/Prep
12:35-1:00	Circle Time	Circle Time		Circle Time	Circle Time	
1:00-1:30	Small Group Centers	Free Choice	Small Group Centers	Small Group Centers	Free Choice *ECSE Student *(1:30-1:50)	
1:30-2:00	Free Choice *ECSE Students *(1:30-1:50)		Free Choice	Free Choice *ECSE Student *(1:30-1:50)		
2:00-2:15	Free Choice *ECSE Students *(1:30-1:50)	Snack	Free Choice	Free Choice *ECSE Student *(1:30-1:50)	Library	
2:15-2:30	Free Choice *ECSE Students *(1:30-1:50)	Music and Movement	Free Choice	Free Choice *ECSE Student *(1:30-1:50)	Library	
2:30-2:45	Snack	Reader from Public Library	Snack	Snack	Snack	
2:45-3:00	Music and Movement		Music and Movement	Music and Movement	Music and Movement	
3:00-3:15	Goodbye Song Pack Up and Dismissal		Goodbye Song Pack Up and Dismissal	Goodbye Song Pack Up and Dismissal	Goodbye Song Pack Up and Dismissal	



# 4K

## Mrs. York 2023-2024

### Ext 212

	Monday	Tuesday	Wednesday	Thursday
8:00-8:20	Breakfast, Morning Tubs & Morning Work	Breakfast, Morning Tubs & Morning Work	Breakfast, Morning Tubs & Morning Work	Breakfast, Morning Tubs & Morning Work
8:20-8:45	Math	Math	Math	Math
8:45-9:45	Choice Time	Phy Ed 9:00-9:30	Choice Time	Phy Ed 9:00-9:30
9:45-10:00	Letter Work (Letter song, Letter Worksheet, Letter Activity)	Letter Work (Letter song, Letter Worksheet, Letter Activity)	Letter Work (Letter song, Letter Worksheet, Letter Activity)	Letter Work (Letter song, Letter Worksheet, Letter Activity)
10:00-10:15	Read aloud & Activity	Read aloud & Activity	Read aloud & Activity	Read aloud & Activity
10:15-10:30	Phonemic Awareness Activity (Beginning Sounds, rhyming words ect)	Phonemic Awareness Activity (Beginning Sounds, rhyming words ect)	Phonemic Awareness Activity (Beginning Sounds, rhyming words ect)	Phonemic Awareness Activity (Beginning Sounds, rhyming words ect)
10:30-10:45	Writing Activity	Writing Activity	Writing Activity	Writing Activity
10:45-11:20	Recess	Recess	Recess	Recess
11:30-11:50	Lunch	Lunch	Lunch	Lunch
11:50-12:50	Rest Time	Rest Time	Rest Time	Rest Time
12:50-1:00	Wake Up/Bathroom	Wake Up/Bathroom	Wake Up/Bathroom	Wake Up/Bathroom
1:00-1:30	Recess	Phy Ed	Library	Phy Ed
1:30-1:45	Snack	Snack	Snack	Snack
1:45-2:30	Theme/Craft	Theme/Craft	Theme/Craft	Theme/Craft
2:30-3:00	Choice Time	Choice Time	Choice Time	Choice Time
3:00-3:20	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal

# Kindergarten

## Miss. Krueger 2023-2024

### Ext 203

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:30	Breakfast & Morning Meeting	Breakfast & Morning Meeting	Breakfast & Morning Meeting	Breakfast & Morning Meeting	Breakfast & Morning Meeting
8:30-9:15	Writing	Writing	Writing	Writing	Writing
9:15-9:45	Free Choice	Free Choice	Free Choice	Free Choice	Free Choice
9:45-11:00	Reading	Reading	Reading	Reading	Reading
11:00-11:20	Recess	Recess	Recess	Recess	Recess
11:30-11:50	Lunch	Lunch	Lunch	Lunch	Lunch
11:50-12:30	Theme	Theme	Theme	Theme	Theme
12:30-1:00	Phy Ed	Art (12:30-1:15)	Phy Ed	Guidance	Phy Ed
1:00-1:30	Math		Math	Math	Math
1:30-2:00		Music		Music	Library
2:00-2:15	Math- Independent Practice	Math- Independent Practice	Math- Independent Practice	Math- Independent Practice	Math- Independent Practice
2:15-2:30	Snack	Snack	Snack	Snack	Snack
2:30-3:00	Free Choice	Free Choice	Free Choice	Free Choice	Free Choice
3:00-3:15	Pack Up & Afternoon Meeting	Pack Up & Afternoon Meeting	Pack Up & Afternoon Meeting	Pack Up & Afternoon Meeting	Pack Up & Afternoon Meeting

# Kindergarten

## Mrs. Zimmerman 2023-2024

### Ext 235

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:30	Breakfast and Morning Meeting	Breakfast and Morning Meeting	Breakfast and Morning Meeting	Breakfast and Morning Meeting	Breakfast and Morning Meeting
8:30-9:15	Writing	Writing	Writing	Writing	Writing
9:15-9:45	Free Choice	Free Choice	Free Choice	Free Choice	Free Choice
9:45-10:50	Reading	Reading	Reading	Reading	Reading
10:55-11:20	Recess	Recess	Recess	Recess	Recess
11:30-11:50	Lunch	Lunch	Lunch	Lunch	Lunch
11:50-12:00	Bathroom Break	Bathroom Break	Bathroom Break	Bathroom Break	Bathroom Break
12:00-12:30	Theme	Theme	Theme	Theme	Theme
12:30-1:00	Phy Ed	Math (lesson and work time)	Phy Ed	Art (12:30-1:15)	Phy Ed
1:00-1:30	Math (lesson and work time)		Math lesson & work	Math (review)	Library
1:30-2:00		Music		Music	Guidance
2:00-2:15					
2:15-2:30	Snack	Snack	Snack	Snack	Snack
2:30-3:00	Free Choice	Free Choice	Free Choice	Free Choice	Free Choice
3:00-3:15	Afternoon Meeting and Pack Up	Afternoon Meeting and Pack Up	Afternoon Meeting and Pack Up	Afternoon Meeting and Pack Up	Afternoon Meeting and Pack Up

**1st Grade**  
**Mrs. Grahn 2023-2024**  
**Ext 202**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	
8:00-8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
8:15-8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	
8:30-9:45	ELA	ELA	ELA	ELA	ELA	
9:45-10:15	WINS	WINS	WINS	WINS	WINS	
10:15-10:45	Math	Math	Math	Math	Math	
10:55-11:20	Recess	Recess	Recess	Recess	Recess	
11:30-11:50	Lunch	Lunch	Lunch	Lunch	Lunch	
11:50-12:30	Math	Math	Math	Math	Math	
12:30-1:00	Library	Phy Ed	Guidance	Phy Ed	Art	
1:00-1:15		Science	Phy Ed	Science	Transition	
1:15-1:30	Transition					
1:30-1:45	Music		Milk Break			Music
1:45-2:00						
2:00-2:15	Milk Break	Milk Break	Social Studies	Milk Break	Milk Break	
2:15-2:45	Social Studies			Scholastic News	Science/Social Studies	
2:45-2:55	Prep for Dismissal	Prep for Dismissal	Prep for Dismissal	Prep for Dismissal	Prep for Dismissal	
2:55-3:15	Recess	Recess	Recess	Recess	Recess	
3:15-3:20	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	

**2nd Grade**  
**Miss. Smedema 2023-2024**  
**Ext 201**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:15-8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:30-9:00	ELA	ELA	ELA	ELA	ELA
9:00-9:30	Phy Ed				Phy Ed
9:30-9:45	ELA	Social Studies	Math	Social Studies	ELA
9:45-10:00					
10:00-10:15					
10:15-10:45	WINS	WINS	WINS	WINS	WINS
10:45-10:55	Transition	Transition	Transition	Transition	Transition
10:55-11:20	Recess	Recess	Recess	Recess	Recess
11:30-11:50	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:30	Math	Math	Math	Math	Math
12:30-1:00			Art		
1:00-1:15		Guidance			
1:15-1:30	Milk Break/Read Aloud	Guidance	Milk Break/Read Aloud	Milk Break/Read Aloud	Milk Break/Read Aloud
1:30-2:00	Library	Milk Break/Read Aloud	Science	Scholastic News	Science
2:00-2:15		Music		Music	
2:15-2:30	Science Spin	Music	Phy Ed (2:10-2:40)	Music	Keyboarding (2:10-2:40)
2:30-2:45		Math		Handwriting	
2:45-2:55	Prep for Dismissal	Prep for Dismissal	Prep for Dismissal	Prep for Dismissal	Prep for Dismissal
2:55-3:15	Recess	Recess	Recess	Recess	Recess
3:15-3:20	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

**3rd Grade**  
**Mrs. Glaser 2023-2024**  
**Ext 205**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:50-8:25	Breakfast/Morning Work	Breakfast/Morning Work	Breakfast/Morning Work	Breakfast/Morning Work	Breakfast/Morning Work
8:30-9:30	Reading/Language Arts	Reading/Language Arts	Reading/Language Arts	Reading/Language Arts	Reading/Language Arts
9:30-9:45	Milk & Snack Read Aloud	Milk & Snack Read Aloud	Milk & Snack Read Aloud	Milk & Snack Read Aloud	Milk & Snack Read Aloud
9:45-10:45	Math	Math	Math	Math	Math
10:45-11:15	WINS	WINS	WINS	WINS	WINS
11:15-11:45	Writing	Guidance	Writing	Writing	Writing
11:50-12:15	Recess	Recess	Recess	Recess	Recess
12:20-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-1:00	Keyboarding/XtraMath	Keyboarding/XtraMath	Keyboarding/XtraMath	Keyboarding/XtraMath	Keyboarding/XtraMath
1:00-1:15	Phy Ed	Handwriting	Social Studies	Handwriting	Phy Ed
1:15-1:30			Health	Art (1:19-2:04)	
1:30-1:45		Spelling			
1:45-2:00	Spelling	Science	Music (2:05-2:35)	Science	Science or Social Studies (alternate)
2:00-2:30	Music (2:05-2:35)		Finish Social Studies		Friday Fun
2:30-2:50	Social Studies				
2:55-3:15	Recess	Recess	Recess	Recess	Recess
3:15-3:20	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

**3rd Grade**  
**Ms. Kamrath 2023-2024**  
**Ext 206**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:30	Morning Choice	Morning Choice	Morning Choice	Morning Choice	Morning Choice
8:30-9:30	ELA	ELA	ELA	ELA	ELA
9:30-10:00	Library	Writing	Math	Writing	Math
10:00-10:15		Snack		Snack	
10:15-10:20	Snack		Math	Math	Snack
10:20-10:40		Phy ED (10:24-11:09)			Phy ED (10:24-11:09)
10:40-11:09	Math	Math	Writing	Creative Writing/Flashlight Friday	
11:09-11:45					
11:50-12:15	Recess	Recess	Recess	Recess	Recess
12:20-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-1:15	Keyboarding/Xtra Math	Keyboarding/Xtra Math	Keyboarding/Xtra Math	Keyboarding/Xtra Math	Keyboarding/Xtra Math
1:15-1:30		Art (1:19-2:04)			
1:30-2:00	S.S. Science		S.S./Science	Health	S.S./Science
2:00-2:30	Music (2:05-2:35)	S.S./Science	Music (2:05-2:35)	Guidance	Author Talk
2:30-2:45	Spotlight/Book of the wk		Handwriting	Handwriting	Friday Fun
2:45-2:55	Agenda	Agenda	Agenda	Agenda	Agenda
2:55-3:15	Recess	Recess	Recess	Recess	Recess
3:15-3:20	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

**4th Grade**  
**Mrs. Adel 2023-2024**  
**Ext 207**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-9:00	Morning Meeting/Math	Morning Meeting/Math	Morning Meeting/Math	Morning Meeting/Math	Morning Meeting/Math
9:00-9:30	Reading	Reading	Reading	Reading	Spelling/Weekly Quiz
9:30-10:15					Library
10:15-10:30	Milk/OR	Milk/OR	Milk/OR	Milk/OR	Milk/OR
10:30-11:00	Writing	Music	Guidance	Music	Scholastic News
11:00-11:15		Transition	Transition	Transition	
11:15-11:45	Science	Science	Science	Science	Science
11:50-12:15	Recess	Recess	Recess	Recess	Recess
12:20-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:15	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
1:19-2:04	Art	Tech Time/Planners	Health	Tech Time/Planners	NBC Nightly News Kids
2:07-2:52	Tech Time/Planners	Phy Ed	Tech Time/Planners	Phy Ed	Tech Time/Planners
2:55-3:15	Recess	Recess	Recess	Recess	Recess
3:15-3:20	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal



**4th Grade**  
**Mrs. Hughes 2023-2024**  
**Ext 204**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:30	Breakfast/Morning Routines	Breakfast/Morning Routines	Breakfast/Morning Routines	Breakfast/Morning Routines	Breakfast/Morning Routines
8:30-9:30	Math	Math	Math	Math	Math
9:30-9:45	Snack	Snack	Snack	Snack	Snack
9:45-10:00	SEL				
10:00-10:30	Science	SEL	Writing	SEL	SEL
10:30-11:00		Phy ED (10:24-11:09)	Music	Phy Ed (10:24-11:09)	Music
11:00-11:15		Brain Break	Brain Break	Brain Break	Brain Break
11:15-11:45		Social Studies	Social Studies	Social Studies	Social Studies
11:55-12:15	Recess	Recess	Recess	Recess	Recess
12:20-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-1:15	ELA	ELA	ELA	ELA	ELA
1:15-2:00	Health (1:19-2:04)				Art (1:19-2:04)
2:00-2:30	ELA	Guidance	Library	Science	ELA
2:30-2:45		Chromebooks			
2:45-2:55	Pack Up	Pack Up	Pack Up	Pack Up	Pack Up
2:55-3:15	Recess	Recess	Recess	Recess	Recess
3:15-3:20	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

	Period 1	Period 2	Period 3	Period 4	HS Lunch	MS Per 5	MS Lunch	HS Period 5	Period 6	Period 7	Period 8	Topper Time
HS	8:00-8:45	8:48-9:33	9:36-10:21	10:24-11:09		11:10-11:40		11:43-12:28	12:31-1:16	1:19-2:04	2:07-2:52	2:55-3:20
MS	8:00-8:45	8:48-9:33	9:36-10:21	10:24-11:09		11:10-11:57		11:58-12:28	12:31-1:16	1:19-2:04	2:07-2:52	2:55-3:20
Arnce	8th/8th/6th	Prep	Accounting I, III/II, IV	Comp. Sci	Lunch		Prep		PerFin/PerFin	Yearbook/CA Adv	ComCon/ComCon	HR 8th
Bahr							---/SPED UWW		Integrated Math & ELA 6			HR 12th
Hendrickson	Prep	MS Art A/B	Adv. Art	(A) 6 Art/Prep	Lunch		Lunch Sup.		Elem	Elem	Art Fund	HR 9th
Henkel	Team/ IndDual	Elem	SH	Elem	Lunch		Prep		Elem	Elem	Elem	HR 9th
Henrickson	Prob. Solv	App Math II	Dir. St.	Dir. St.	Lunch		Dir. St.		PSO/PSO	App Math I	Prep	HR 8th
Hetcher				AP Chem	Lunch		Physics		Prep	Chem		
Hofmeister	8th/8th/Prep	FrSuc (A)/Prep	Eng. 9	Food/Culinary	Lunch		IHD UWW/Parenting		St. Asst. & Work Experience	Eng. 9	Prep	HR 12th
Kolar	AP Stats	7/8 SH	Prep	Prep	Lunch		Algebra		6 Math	6/7 Math 1:42 switch	7 Math	HR 7th
Kuhn	Prep	7/8 Music	HS Band/Choir	Elem	6 Band/Choir/Music		Lunch		5th Choir/Band	Elem	Elem	Lessons
Levey	Health 10/ Health 10	Prep (A) 9 PE (B)	Health 7/ Active Life	(A) 7 PE/6 PE (B)	Lunch		Lunch Sup.		8 PE A/8 PE B	Elem Health	Prep	HR 6th
Link, A.	Driving	Driving	Prep/ 7th	Span I (8)	6 SH (M-Th)		Lunch		SH	SH	Span IV (A)/ Span II (B)	SH T-F
Link, J.	Prep	Env. Sci.	8 Sci.	Bio	Lunch		Phys/Chem		Phys/Chem	Prep	Bio	HR 10th
Owczarzak	6th/---	Elem	Elem	---/7 Lib.(B)	Lunch Sup.		Lunch		Elem	Elem	Elem	HR 11th
Quade, S.	Prep	Eng. 11	Eng. 11	Eng. 12	Lunch Sup.		Lunch		Eng. 10	Eng. 10	AP Eng.	HR 10th
Rodriguez	Prep	Geom	PreCalc	Adv. Alg.	8 Math		Lunch		Geom	Prep/1:42 7th	8 Math	HR 10th
Runde	World St.	Prep	US	Prep	Lunch			Civ/CE	US	8 SocSt.	8 SocSt.	HR 7th
Snellenberger	7 Soc. St.	6 Soc. St.	6 Sci.	Prep	7 Sci		Lunch		ACP 8A/ACP 8B	8 Sci	Prep	HR 6th
Warren	Prep	Prep	8 ELA	8 Reading	8 ELA		Lunch		7 ELA	6/7 ELA 1:42 switch	6 ELA	HR 11th
Glover	SH	SH	Library	SH	Lunch		3-5 Lunch Sup.		Library		SH	
VanDaalwyk				(7 Guidance)	(6 Guidance)					(8 Guidance)		HR 11th
Drews	Driving				Lunch		Resource SH		Resource SH		Driving (1:45 Fri)	
Sell	6th 1:1						Lunch	Resource SH	Resource SH	Resource SH	Resource (6)	
Flack	Elem Title	Elem Title	Elem Title	Elem Title	4K-2 Lunch Sup.		SH	Lunch	SH	2:35 Drive		
A Days: Monday/Wednesday and every other Friday												
B Days: Tuesday/Thursday and every other Friday												
<b>Molly would only need coverage on Monday's during Topper Time but no other day</b>												
6 week MS	6A	7A	7B	8A	8B							
	1 Music	Span	Bus	Tech	Ag							
	2 Art	Bus	CS	Ag	Tech							
	3 FCS	Art	Span	Bus	C.S.							
	4 FCS	Music	Art	C.S.	Bus							
	5 C.S.	Ag	Music	Art	FCS							
	6 Bus	C.S	Ag	FCS	Art							

**5th Grade**  
**Mrs. Mendoza 2023-2024**  
**Ext 208**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:20	Morning Meetings- Growth Mindset Journal	Morning Meetings- Growth Mindset Journal	Morning Meetings- Growth Mindset Journal	Morning Meetings- Growth Mindset Journal	Morning Meetings- Growth Mindset Journal
8:20-9:33	Math	Math	Phy Ed (8:48-9:33)	Math	Math
9:36-10:20	Reading	Reading	Math	Reading	
10:20-10:50	Library	Guidance	Library- Tech	Guidance	Writing
10:50-11:10		Writing	ELA	Writing	
11:10-11:50	ELA	ELA		ELA	ELA
11:50-12:15	Recess	Recess	Recess	Recess	Recess
12:20-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:25	Band/Study Hall	All Choir (12:45-1:15)	Band/Study Hall	All Choir (12:45-1:15)	Band/Study Hall
1:16-2:04	Sci/S.S.	Sci/S.S.	Sci/S.S.	Art	Health
2:04-2:52	Phy ED	Small Group	Small Group	Small Group	Small Group
2:55-3:15	Recess	Recess	Recess	Recess	Recess
3:15-3:20	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

**Student:**

Performance Level Descriptors

A - Advanced: Has **advanced** understanding and/or exceeds grade level expectations at this time.  
 P - Proficient: Has **proficient** understanding and/or meets grade level expectations at this time.  
 D- Developing: Has **basic** understanding and/or partially meets grade level expectations at this time.  
 B- Beginning: Has **minimal** understanding and/or does not meet grade level expectations at this time.  
 NA - Knowledge or skill is not being evaluated at this time.

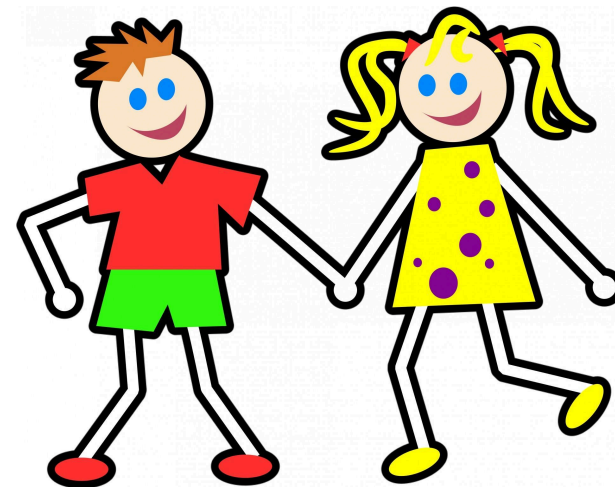
Language	T1	T2	T3
<b>Speaking and Listening</b>			
Expresses wants and needs verbally			
Speaks clearly / Can be understood			
Uses 4-5 word sentences			
Gives personal information on request (full name, age, birthday)			
Participates in group activities (stories, rhymes, music)			
<b>Early Literacy</b>			
Shows interest in books and stories			
Recognizes print has meaning			
Answers simple questions about stories			
Recognizes first name in print			
Can retell a story / 3-step sequence of events (first, next, last)			
Demonstrates phonemic awareness skills (Identifying letter sounds, Identifying beginning letter sounds, Identifying simple rhymes)			
Identifies uppercase alphabet letters (in random order)			
Identifies lowercase alphabet letters (in random order)			

Math Skills	T1	T2	T3
<b>Concepts / Problem Solving</b>			
Identifies Colors and Shapes			
Groups objects by color, shape, size			
Creates and extends simple patterns (A-B-A-B)			
Is able to sequence objects / pictures by size			
Understands comparison words and spatial concepts (positional words)			
<b>Numbers and Counting</b>			
Counts forward 1-30			
Counts sets of objects 1-10			
Counts out groups of objects 1-10 (give me...) from a greater set			
Identifies numerals 0-10			

Motor Skills	T1	T2	T3
<b>Fine Motor</b>			
Holds pencil correctly and copies simple lines and shapes			
Writes first name correctly			
Draws a recognizable picture (Ex: person)			
Holds scissors correctly and cuts on lines (straight, curved, simple shapes)			
Completes puzzles (10-12 pieces)			
<b>Gross Motor</b>			
Throws, catches, and kicks a ball			
Moves with strength, control, balance, coordination, locomotion, and endurance			

Classroom Behavior	T1	T2	T3

Social-Emotional Development			
Follows classroom rules and routines with minimal reminders			
Listens and follows directions (Listens without interrupting with words or actions; Follows directions, including multiple step directions)			
Demonstrates age-appropriate attention span and participates appropriately in group activities			
Is respectful toward others and their things (Keeps hands to self; says nice words to others)			
Plays and works well with other children (Listens, helps, and works together with others; Is willing to share and take turns)			
Assumes responsibility for self and belongings independently (coat; papers; cleaning up)			
Demonstrates self-help skills (dressing; toileting; eating)			
Has a confident attitude toward work and play / Is willing to try			



Teacher Comments:

Trimester 1:

School Year: 2018-2019

Trimester 2:

Trimester 3:



Student:

Teacher:

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- NA - Knowledge or skill is not being evaluated at this time.

Student: \_\_\_\_\_

## Days Missed of School

T1:

T2:

T3:

<b>Performance Level Descriptors</b>			
A - Advanced			
P - Proficient			
D- Developing			
B- Beginning			
NA - Not Applicable			

Reading	T1	T2	T3
<b>Phonics and Word Recognition</b>			
Identifies uppercase letters			
Identifies lowercase letters			
Knows letter sounds			
Knows and uses high frequency words			
<b>Phonological Awareness</b>			
Demonstrates rhyme awareness			
Demonstrates syllable awareness			
Demonstrates phoneme awareness			
<b>Reading/Comprehension</b>			
Actively engage in group reading activities with purpose and understanding.			
Identify characters, settings, and major events in a story			
Uses picture and patterns to retell stories			
Understands concepts about print			
Ask questions and responds to stories read aloud			
Students Instructional Reading Level (Level D by the end of Kindergarten. Levels start at "aa" and go alphabetically.)			

Writing	T1	T2	T3
Draws, dictates, and writes grade level pieces			
Responds to questions/suggestions from peers and adds details to strengthen writing	NA	NA	
Demonstrates understanding of writing conventions			

Mathematics	T1	T2	T3
<b>Geometry and Measurement</b>			
Distinguishes 2D and 3D Shapes	NA	NA	
Positional Words	NA		
Describes and compares lengths or weights of objects	NA	NA	
Classifying objects	NA		
<b>Counting and Cardinality</b>			
Count to 100 by ones			
Writes numbers 1-20 (no reversals)			
Recognizes a quantity or counts to tell number of objects			
Skip counts by 10's	NA		
Identifies quantity of greater or less			
<b>Number and Operations in Base 10</b>			
Solves addition facts/word problems up to 10			
Solves subtraction facts/word problems up to 10	NA		

Science	T1	T2	T3
<b>Physical Science</b>			
Makes observations about physical properties of objects	NA	NA	
Describes force, motion, and position of objects	NA	NA	
<b>Earth Science</b>			
Makes observations about the weather different times of the year	NA		
<b>Life Science</b>			
Makes observations about living and nonliving things and identifies the needs of living things			

Social Studies	T1	T2	T3
<b>Civics</b>			
Understands the roles and responsibilities of people in the community.	NA	NA	
<b>Geography</b>			
Understands weather and climate in a given environment	NA	NA	

Social Skills	T1	T2	T3
Works cooperatively with others			
Listens to and follows directions including multiple step directions			
Participates appropriately in group discussions			
Uses words to express self			
Attempts to solve own problems			

## Specials

Physical Education	T1	T2	T3
Demonstrate different movement skills/patterns needed to perform different activities			
Willing to complete and understand new tasks			
Participates fully in a variety of activities			
Demonstrates socially acceptable conflict resolution during class activity			

Art	T1	T2	T3
Creating			
Presenting			
Responding			
Connecting			

Music	T1	T2	T3
Melody Direction			
Keeping Steady Beat			
Matching Pitch			

### Teacher Comments:

T1:

T2:

T3:

## Cambria-Friesland Elementary

**School Year: 2023 - 2024**

**Term Ending: \_\_\_\_\_**

**\_\_\_\_NAME\_\_\_\_**

### Performance Level Descriptors

A - Has **advanced** understanding and/or exceeds grade level expectations at this time

P - Has **proficient** understanding and/or meets grade level expectations at this time

D - Has a **developing** understanding and/or meets grade level expectations at this time

B - Has a **beginning** understanding and/or does not meet grade level expectations at this time.



### Uppercase Letters

(highlighted were not identified)

A B C D E F G H I J K L M N O P  
Q R S T U V W X Y Z

### Lowercase Letters

(highlighted were not identified)

a b c d e f g h i j k l m n o p q r s  
t u v w x y z

### Letter Sounds

(highlighted were not identified)

A B C D E F G H I J K L M N O P  
Q R S T U V W X Y Z sh th ch

### Instructional Reading Level

K	aa
	A
	B
	C
1st	D
	E
	F
	G
	H
	I
	J

### High Frequency Words

(highlighted were identified)

#### Pre-Primer

and  
see  
to  
like  
the  
for  
my  
go  
is  
red  
not  
did  
me  
get  
with  
in  
big  
do  
he  
can

#### Primer

away  
blue  
mother  
stop  
jump  
little  
play  
find  
take  
very  
around  
may  
ride  
work  
fish  
after  
help  
bird  
new  
duck

### I counted to:

#### I wrote:

(highlighted were not written correctly)

1 2 3 4 5 6 7 8 9 10 11 12 13 14  
15 16 17 18 19 20

\_\_\_\_\_NAME\_\_\_\_\_



Cambria-Friesland

**Course  
Description  
Book**

2024-2025

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**410 East Edgewater Street, Cambria, Wisconsin 53923**

*District Office: 920-348-5548 ext. 278*

*School Office: 920-348-5135 ext. 110*

*Website: [www.cf.k12.wi.us](http://www.cf.k12.wi.us) Fax: 920-348-5119*

Dear Students and Families,

This course description book is designed to help you plan and make decisions regarding course selection and post-secondary preparation. Please read the descriptions and choose carefully. The school counselor, faculty, and administration are available to help you make your choices. Feel free to ask questions or bring your scheduling concerns to our attention.

Your four years of high school will begin with many required courses but as you progress through your high school years, your choices and opportunities will expand. Be aware that some of these options have prerequisites so it is important to plan ahead. You may need to take certain courses, maintain a specific GPA or meet other requirements in order to qualify for some courses or programs.

Whether you attend a technical college or university, join the military, or go directly into the world of work, the decisions you make now will impact your success. We encourage you to take the most challenging courses possible to help prepare you for the next steps. We also encourage you to take advantage of the variety of career exploration options and opportunities offered throughout high school.

The course selections made by students in the Spring are the main driver in determining the master schedule and course offerings each year. Because important staffing and scheduling decisions are made based on this information, it is important that students and families plan carefully. There are sometimes valid reasons for requesting schedule changes but changes requested after the master schedule has been set may be difficult to accommodate.

Regulations regarding grading, attendance, extra-curricular opportunities, and other facets of high school life are contained in the MS/HS Student Handbook or are distributed the first day of classes in course syllabi. The school counselor, faculty, and administration are also available to answer questions about individual concerns.

***Mrs. Torrison, Principal***

## **GRADUATION REQUIREMENTS**

Required Criteria for Graduation include:

### **1. 26 Total Credits**

### **2. Courses Required for Graduation**

- **4 credits of English**
- **3 credits of science** (*Intro to Physics & Chemistry and Biology required*)
- **3 credits of social studies** (*World Studies, Civics and US History required. AP US History may be substituted for US History*)
- **3 credits of mathematics**
- **1 ½ credits of physical education\***
- **½ credit of health**
- **½ credit Computer Applications**
- **½ credit Post Secondary Options**
- **½ credit Personal Finance**
- **½ credit of Freshmen Success**
- **9 elective credits**

### **3. Students shall pass the required courses and accumulate 26 credits**

### **4. Student must be enrolled in a class or study hall for all periods of the day unless exception is granted by the principal. Enrollment must include carrying a minimum of 6 ½ credits. Exceptions for approved work-based learning and/or student assistant periods may be granted as well as independent study.**

\*Students may apply for ½ credit exemption, see Board Policy 5460 and form in this book.

## **APPLICABLE WISCONSIN LAWS**

Up to one math credit will be awarded for successful completion of a course in computer sciences, as long as it adheres to DPI's established criteria.

One math credit can be awarded to a student after successful completion of a board-approved career and technical education course (as long as the same course is not being awarded as a science credit).

One science credit can be awarded to a student after successful completion of a board-approved career and technical education course (as long as the same course is not being awarded as a math credit).

## **GRADE CLASSIFICATION REQUIREMENTS**

Freshman Status: Promotion from 8<sup>th</sup> grade

Sophomore Status: Pass 6.5 credits including all required courses

Junior Status: Pass 13.0 credits

Senior Status: Pass 19.5 credits

Graduation: Pass 26.0 credits; successfully pass all required courses

The Cambria-Friesland School District may provide accommodations for students with exceptional interests, needs or requirements in accordance with state law and established procedures which may address one or more of the graduation requirements.

Students will be given the opportunity to retake one class while in high school if they are not satisfied with their grade in the original class. Once the retaken class has been completed, the student may determine which grade/credit they wish to keep and which grade/credit will be dropped from the student's official school record. The course that is retaken cannot be taken as an independent study course, a correspondence course, open

enrollment, or a course through a dual enrollment or Early College Credit program. The principal must approve all courses.

### **EARLY GRADUATION**

Students who desire to graduate prior to completion of the second semester of their senior year must notify the school prior to the end of the preceding semester. A plan must be presented to the administrator and the school counselor stating what it is he/she plans to do upon early graduation (i.e.: work, attend school, join armed forces, etc.) Students must have all graduation requirements met and approval from the Board. Status and privileges (athletics) for the student end at the conclusion of their course work with the exception of attending the senior class trip. Students who graduate early may also participate in the graduation ceremony.

### **TAKING COURSES AT RANDOLPH HIGH SCHOOL**

All classes at both Randolph High School and Cambria-Friesland High School will be open to all students. In the event of scheduling conflicts or large classes, preference will be given to seniors and juniors. Students who do not have an attendance rate of 90% or greater at the end of a semester will not be allowed to take a course in Randolph the following semester. Courses offered in Cambria will not be taken in Randolph if it is possible to fit the course into the student's schedule in Cambria.

### **SCHEDULING COURSES & ADD/DROP REQUIREMENTS**

All students entering 9<sup>th</sup> grade will register for classes during the Individual Planning Conferences that will be held with parents and the school counselor before the end of the third quarter of the prior school year. All students/parents will meet with the school counselor and complete a course schedule according to future career plans. Students who do not properly complete a schedule and fail to meet, will be assigned courses by the counselor and/or principal. Students entering grades 10<sup>th</sup> -12<sup>th</sup> will also meet with the counselor to discuss course selections and future educational and career plans. Parents interested in attending that meeting should contact the school.

Student course selections dictate what classes are offered and how many sections of each are required to meet student requests. Accurate scheduling information is also crucial before assigning teachers, building a master schedule, and ordering appropriate textbooks and materials. This must all be completed prior to the end of the current school year.

Once classes begin, changes to a student's schedule will only be made if approval is obtained from the parent, principal, and school counselor. Administration reserves the right to make requested changes if they are deemed in the best interest of the student's future plans. **Requests for schedule changes must be made within five schools days following the beginning of the semester. After ten days, a course drop will result in an F in consultation with the Principal.**

## **SELECTING A PROGRAM OF STUDY**

A careful study of this booklet is important. You should be able to make a more knowledgeable selection of subjects you wish to study in high school after examining this information. Planning your high school curriculum is an important step in your life. We strongly suggest that you discuss your plans with your parents, teachers and school counselor. Before you make a final course selection you should consider the following questions.

### **1. In what career cluster do I find the occupation I am interested in?**

*The sixteen national and state career clusters provide an organizing tool for grouping occupations and broad industries based on commonalities. Individual clusters include recommended scope and sequence.*

- [Architecture and Construction](#)
- [Agriculture, Food, & Natural Resources](#)
- [Arts, A/V Technology, & Communications](#)
- [Business, Management, & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information & Technology](#)
- [Law, Public Safety, Corrections & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [Science, Technology, Engineering & Mathematics](#)
- [Transportation, Logistics, & Distribution](#)

### **2. Which high school courses are offered that are related to the career?**

### **3. Am I interested in:**

- A two year college degree
- A four year college degree
- Vocational certificate from a technical college
- Military training
- Employment immediately after school
- Apprenticeship programs

### **4. What entrance requirements are required for entrance into these schools or programs? What courses are best suited to meet these goals?**

### **5. Is your schedule balanced with the fine arts, career and technical classes, and other school activities that will help make you a well-rounded contributing member of the community?**

All students will have the opportunity to do in-depth career researching in middle and high school. Students and parents together will have the opportunity to conference with the school counselor as students enter grades 9,10, 11 & 12. These conferences will give the students and parents the opportunity to ask questions about courses, careers, college, etc.

## **REQUIREMENTS FOR POST HIGH SCHOOL EDUCATION**

In the future, fewer and fewer job opportunities will exist which do not require training beyond high school. The following is a short thumbnail description of admission requirements for several major types of post-high school training. By no means is this meant to be all-inclusive. Courses of study in both one and two year programs may have specific high school course requirements depending upon the program. Students should consider these requirements no later than the end of their sophomore year. *Note: There may be specific high school requirements for some schools of higher education and/or for specific declared majors in two and four year institutions.*

Entrance requirements of other post-high schools vary depending on the type of school. It can no longer be assumed that simply graduating from high school guarantees automatic acceptance at vocational and trade schools. Many specialized courses of study (for example: practical nursing, engineering, technology) require a certain grade point average in addition to basic courses in English, math, science, and social studies. To be certain that students will qualify for the post-high school of their choice, students are encouraged to meet with the school counselor early in their high school career. Selecting a rigorous course of study prepares students for the changing expectations of a global, technological economy.

## **POST SECONDARY REQUIREMENTS**

	<b>HS Graduation</b>	<b>Technical System</b>	<b>UW 4 Year System Minimum</b>	<b>UW Madison Typical</b>
<b>Math</b>	3 credits	3 credits*	3 credits (Algebra and above)*	4 including 2+ advanced
<b>English</b>	4 credits	4 credits	4 credits	4 credits
<b>Science</b>	3 credits	3 credits*	3 credits*	3+ credits
<b>Social Studies</b>	3 credits	3 credits	3 credits	3+ credits
<b>Health</b>	.5 credits			
<b>Physical Education</b>	1.5 credits			
<b>Computer Applications &amp; Personal Finance</b>	1.0 credit			
<b>Freshmen Success &amp; Post-Secondary Options</b>	1.0 credit			
<b>Foreign Language*</b>	none	none	**2 years of same language	4 credits in same language
<b>Electives</b>	9 credits	Dependent on program	2-4 Academic/Fine Arts. Dependent on school/major	4+ Academic/ Fine Arts
<b>Other</b>	Civics Exam	High School Diploma, ACT and/or Accuplacer scores	Unweighted GPA 3.0+, ACT composite 20-22+ (minimums vary by school)	Unweighted GPA 3.8+, ACT composite 27+, top 15% of class

\*Specific programs may require specific courses. Check with the school counselor and the institution you are specifically interested in.

\*\*Competitive admissions schools such as UW Madison recommend/require more.

## **NCAA**

Students interested in playing sports at a division 1 or 2 college need to visit the school counselor or go to [www.ncaa.org/student-athletes/future](http://www.ncaa.org/student-athletes/future) for information about registration and eligibility.

## **COURSE OFFERINGS OUTLINE**

Each student will be asked to choose courses from the following areas. Some courses are required, some are electives, and some are offered every other year. Students are urged to read the course descriptions and consider future career and college plans before laying out a four year plan. Required courses should be considered first.

**\* denotes graduation requirements.**

**+ denotes college credit option available**

**# denotes consent of instructor needed.**

**^ denotes weighted course**

### **ACADEMIC AND CAREER PLANNING**

- ½ Freshmen Success\*
- ½ Post Secondary Options\*
- ½ Student Assistant #
- ½ Leadership

### **ART**

- 1 Art Fundamentals
- ½ 3D Arts (Semester 1)
- ½ Digital Arts (Semester 2)
- ½ Independent Study #
- ½ Advanced Art #

### **BUSINESS AND INFORMATION TECHNOLOGY**

- ½ Accounting I, II, and III +
- ½ Computer Applications I (Introduction)\*+
- ½ Computer Applications II (Advanced)+
- ½ Marketing Principles +
- ½ Entrepreneurship +
- ½ Business Law +
- ½ Personal Finance\*
- ½ Yearbook # or 1 Publications

### **COMPUTER SCIENCE**

- 1 Introduction to Computer Science
- 1 AP Computer Science Principles ^
- 1 AP Computer Science A (JAVA) ^

### **ENGLISH**

#### ***(4 Credits Required)***

- 1 English 9\*
- 1 English 10\*
- ½ Novels
- ½ Short Stories
- ½ Technical Writing
- ½ Creative Writing
- ½ Shakespearean Literature
- 1 AP English Literature and Composition ^  
(Meets Grade 12 Requirement)

### **FAMILY AND CONSUMER SCIENCE**

#### ***(1 Credit Required)***

- ½ Food Prep
- ½ Culinary Arts
- ½ Adult Living
- ½ Parent and Child
- 1 Introduction to Early Childhood/Child Care
- ½ Textile and Apparel Services
- ½ Interior Design/Architecture

### **MATHEMATICS**

#### ***(3 Credits Required)***

- 1 Algebra
- 1 Applied Math I & II (alternate year)
- 1 Mathematical Problem-Solving (alternate year)
- 1 Geometry

- 1 Advanced Algebra
- 1 AP Statistics ^
- 1 AP Pre-Calculus ^
- 1 AP Calculus AB ^

### **MUSIC**

- 1 High School Band
- 1 High School Chorus
- 1 Band/Chorus Split (rotating days)

### **PHYSICAL AND HEALTH EDUCATION**

#### ***(1.5 Credits Required)***

- ½ 9<sup>th</sup> grade Physical Education
- ½ Team Sports
- ½ Individual and Dual Activities
- ½ Active Lifestyle
- ½ Health\*

### **SCIENCE**

#### ***(3 Credits Required)***

- 1 Introduction to Physics and Chemistry\*
- 1 Biology\*
- 1 Environmental Science
- 1 Chemistry
- 1 AP Chemistry #^
- 1 Physics ^
- 1 AP Biology ^

### **SOCIAL STUDIES**

#### ***(3 Credits Required)***

- 1 World Studies\*
- 1 US History\*
- ½ Civics\*
- ½ Economics
- ½ Current Events
- ½ Street Law/Criminology
- 1 AP U.S. History ^

### **WORLD LANGUAGES**

- 1 Spanish I
- 1 Spanish II
- 1 Spanish III +^
- 1 Spanish IV +^
- 1 Spanish V +^
- 1 Developmental Spanish I
- 1 Developmental Spanish II

### **AGRICULTURE**

- 1 Agricultural Leadership (RHS)
- 1 Agricultural Survey (RHS)
- 1 Animal Science I and II (RHS)
- 1 Small Animal Care & Management (RHS)
- 1 Environmental Conservation (RHS)
- 1 Farm and Business Management (RHS)
- 1 Horticulture (RHS)



# Individual Learning Plan

Students should plan for a minimum of 6.5 credits per year. If a study hall is desired, the maximum credits per year that can be schedule will be 7. It is a good idea to list multiple elective options each year in case alternatives must be chosen.

<b>Subject</b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
English	English 9	English 10	English 11	English 12 or AP English
Math	Based on Placement	Based on Placement	Based on Placement	
Science	PhysChem	Biology	Science Elective	
Social Studies	World Studies	US History	Civics (.5) Elective (.5)	
PE/Health	PE 9 (.5)	Health (.5) & PE Elective (.5)	PE Elective (.5)	
Business		Computer Applications Intro (.5)	Personal Finance (.5)	
Academic & Career Planning	Freshmen Success (.5)		PSO (.5)	
Elective				
Elective				
Elective				
Elective				

## ADDITIONAL CREDIT OFFERINGS

### COLLEGE CREDIT OPTIONS

The Cambria-Friesland School District offers high school courses that also offer college credit. Students may be responsible to pay for the college credit they will be earning. Additional information may be obtained from the school counselor. These are not the same as dual-credit courses – which are always free to high school students. **The Early College Credit Program addresses courses at 4 year institutions and the Start College Now program addresses courses at Technical Schools. Both have deadlines of March 1 for Fall Courses and Oct. 1 for Spring Courses.**

### WEIGHTED COURSES

The high school uses a system of weighted grades for certain classes. It is believed that by utilizing a weighted grading system, students will be more likely to take more challenging classes without worrying as much about the letter grade they earn. Emphasis belongs on learning and not as much on grades. These courses are identified in the course descriptions. Only courses identified in the description and open to any Cambria-Friesland student will be weighted.

### DUAL CREDIT

Dual Credit allows high school students to take a college-level course at their high school, taught by a certified high school instructor, and receive technical college credit upon successful completion of their college-level class (C or above). The course is identical to the Madison College course taught on campus. There is no cost for dual credit courses for high schools students. Students who participate in dual credit courses must be admitted and register through Madison College. Computer Applications courses are dual credit courses that provide students the option to earn one credit each of Microsoft Word, Microsoft Excel, Microsoft Access, and Microsoft PowerPoint. Successful completion of Accounting I and II earns students four credits. Entrepreneurship and Marketing courses are also possible to be dual credit.

### YOUTH APPRENTICESHIP

Youth Apprenticeship (YA) integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries. Local programs provide training based on statewide youth apprenticeship curriculum guidelines, endorsed by business and industry. Students are instructed by qualified teachers and skilled worksite mentors. Students are simultaneously enrolled in academic classes to meet high school graduation requirements, are enrolled in a youth apprenticeship related instruction class, and are employed by a participating employer under the supervision of a skilled mentor. The Cambria-Friesland School District participates in the CESA #5 YA Consortium.

Students who are interested in finding out more about a YA program or would like an application should talk to the School-to-Work/Youth Apprenticeship Coordinator. **Applications for YA programs must be turned in by March 1. Students can apply in their sophomore or junior years.**

### WORK EXPERIENCE-WORK-BASED LEARNING

Work experience is designed for high school juniors and seniors who would like to continue to work and learn in a field of interest. **Requirements include:** verification of employment or volunteer community work, completion of projects, scheduled meeting with the work experience coordinator throughout the semester, evaluation from the employer, and approval of parents, work experience coordinator, and the high school principal. **A minimum of 90 hours per semester is required for .5 credits. A maximum of two periods per day can be used for work experience.** Consideration will be made for additional hours on an individual basis with the consent of the school counselor, high school principal, and work experience coordinator. The student must attend school during the regular school day when not working.

## **INDEPENDENT STUDY COURSES**

1. Every student can be eligible for the equivalent of one credit per year during their high school career with the approval of the teacher(s).
2. Independent study classes will be allowed for elective and/or required courses.
3. Independent study classes will be graded and will be applied towards a student's GPA.
4. The independent study class must be approved by the teacher and principal, as well as recommended by the school counselor.
5. The administration reserves the right to amend the above procedures when it is deemed to be in the best educational interest of the student.

## **ONLINE COURSES (EDMENTUM, ICEV, or other approved curriculum providers)**

The Cambria-Friesland School District recognizes that online learning is an appropriate instructional delivery method for some students. Online instruction is viewed as a method for the district to enhance or expand course offerings and to provide an educational alternative better suited to the student's learning needs in grades 9-12. In some cases, this may also be used for remediation/intervention under the supervision of licensed educators.

To be successful in online coursework, a student must be a self-starter with a strong sense of direction and the ability to set goals and follow through. A successful online student must work independently, stay on task, and maintain a regular schedule of logging on and keeping up with the readings, course assignments, homework, and other expectations.

Approved curriculum providers are aligned to Wisconsin Model Academic Standards and the Common Core Standards in the areas of English/language arts and mathematics. Guidelines for student participation in an online course include, but are not limited to the following:

Courses available online change frequently as they are updated by curriculum providers. To identify currently available courses, access the online Course Catalog or speak with your school counselor.

- The student will not be able to take the course in the classroom due to unavoidable scheduling conflicts.
- The principal, with agreement from the student's school counselor, teacher, and parent, determine the student requires a different learning environment due to a failing grade/inadequate progress.
- The principal, with agreement from the student's counselor, teacher, and parent, determine the student requires an accelerated learning environment.
- The course is related to specialized interests that relate to a student's individual learning plan.

The following criteria, rules, and procedures must be followed in order to take an online course:

- The student must complete the class within the time frame allotted (quarter or semester depending on class).
- Grades for online course work will count the same as any other course work. All grades received from taking an online course will be recorded on the student's official transcript. Pass/fail may be used if individual plan outlines that as a grading modification or for credit recovery coursework.
- Procedures outlined in the Acceptable Use Policy will apply to all online classes.
- Student taking an AP class will follow the weighted grading scale. Such courses must meet all AP accreditation requirements including additional supervision and assessment by an online instructor certified in the content area.
- If an AP course is offered in the classroom, students are expected to enroll in those courses rather than the online versions.

## COURSE DESCRIPTIONS

### **ACADEMIC AND CAREER PLANNING**

FRESHMEN SUCCESS - (1 semester, ½ credit) *Grade 9 Required Beginning with Class of 2024. Waived for students who transfer to Cambria-Friesland after 9th grade.*

This course addresses the transition to high school, topics include goal setting, study skills, interpersonal skills healthy life choices, and skills for academic success and intrapersonal skills. Students will establish academic and career plans and participate in activities targeted to help them succeed in high school.

POST SECONDARY OPTIONS - (1 semester, ½ credit) **Grades 11-12 Required**

This course is offered to juniors and seniors as they prepare for post-secondary plans. Assistance will be provided to students in researching various colleges, preparing college applications, completing scholarship applications, preparing for testing, and enhancing job related skills, including: communication, writing, mathematical computation, listening, interpersonal, critical thinking, and use of a variety of technologies. Students will be doing a variety of projects and participating in mock interviews.

STUDENT ASSISTANT - (1 year or 1 semester/1 or ½ credit) *Grades 9-12*

***Prerequisite: Consent of Instructor***

Students will learn and develop employability skills through active, unpaid activities that are conducted in and designed to meet the needs of the school in which they work. Student assistant provides students with a real world context in which they can apply their skills. The student is expected to work directly with a staff member and may perform a wide range of tasks. Students may be placed as a teacher assistant, office assistance, library assistant, computer assistant, maintenance assistant etc. Goals, training, and requirements will be set at the beginning of each quarter with the goal to prepare students for realistic employee relationships. Grading is pass/fail.

### **ART**

ART FUNDAMENTALS - (1<sup>st</sup> and 2<sup>nd</sup> semester, ½ credit each) *Grades 9-12*

This survey course will concentrate on the elements and principles of design. Students will learn the fundamentals with a concentration in color theory, drawing, and painting. This course will also include an introduction to art history. Emphasis is placed on effort, creativity, concepts, and craftsmanship.

DIGITAL ARTS - (1 semester, ½ credit) *Grades 10-12*

A variety of dynamic art/video/audio technologies will be utilized to design and create original works of art during this semester course. Students will learn how to capture a good photograph along with using Adobe Photoshop and composition techniques. These processes will allow students to gain an understanding of digital photography, foundational principles for digital, print, and online media technologies.

3D ART - (1 semester, ½ credit) *Grades 10-12*

Students will gain skills with a combination of ceramics and sculpture techniques. Learn the basics of using the pottery wheel as well as building forms with clay. The course will involve instruction in, and student investigation of, several methods of additive and reductive manipulation of materials. The materials used will include, but are not limited to, clay, plaster, found object sculpture, and foam. This class will also investigate art history which is related to artists who specifically work in sculpture.

VISUAL ART-INDEPENDENT STUDY - (1 semester, ½ credit) *Grades 11 and 12*

***Prerequisite: 1 year of introductory art courses***

This course is more individualized and specialized. Students will further their education in the area of visual arts they are most interested in. Students will be involved in making projects which encourage self-exploration and creative thinking skills along with improving the technical skill in a particular medium. Students enrolled in this class must be self-motivated and have demonstrated a true interest in the visual arts program. A grade of B or better must be maintained to continue in an independent class.

ADVANCED ART - (1 semester, ½ credit) *Grades 11 and 12*

***Prerequisite: 1 year of introductory art courses***

This course is based on a more individualized and specialized curriculum which is set by the student and instructor. Students will be involved in making projects which encourage self-exploration and creative thinking skills. The student will also be involved in working with the teacher in the capacity of an art assistant. The students will learn how to load a kiln, help with art shows, and help display student work. Students enrolled in this class must be self-motivated and have demonstrated a true interest in the visual arts program. A grade of B or better must be maintained to continue in this class.

## **BUSINESS AND INFORMATION TECHNOLOGY**

ACCOUNTING I - (1 semester, 1/2 credit) *Grades 9-12*

The first semester involves acquiring a working knowledge of the accounting methods involved in operating a service and retail business. A complete accounting cycle from journaling through the completion of financial statements (income statements and balance sheets) is introduced during the first semester. Hands-on experience is gained through the completion of a simulated business practice set. The second semester looks at a more complex accounting system, including automated accounting systems. Students who are interested or plan to be involved in owning/managing a business or those who are considering majoring in business after they leave high school will find this course useful. Covering Chapters 1-8.

ACCOUNTING II - (1 semester, 1/2 credit) *Grades 9-12*

***Prerequisite: Accounting I Dual credit option for 11 & 12 grade***

This course is a consecutive continuation of Accounting I and students will be building on what was learned in the first course. Students will be learning an accounting cycle for a merchandising business organized as a corporation and partnerships. Students will also explore the nature of personal and business ethics. An accounting simulation will be completed at the end of the year using all appropriate accounting functions. Students will also explore the world of automated accounting using computerized accounting applications. Includes Excel and Chapters 9-16.

ACCOUNTING III - (1 semester, 1/2 credit.) *Grades 10-12*

***Prerequisite: Accounting II***

This course is a practical application of the journaling and accounting knowledge for the workplace. CPV Analysis, preparing financial statements for corporations, time value of money for making management decisions, net present value analysis and reporting investments at fair value will be discussed. Other decision making processes such as accept or reject, make or buy, determining selling price, pricing strategies and when to maintain an inventory or not, accounting for Long Term Debt and calculating best options. Quickbooks certification is included in the course. Equivalent to college level Accounting 101. Includes Quickbooks and covering Chapters 17-24.

BUSINESS LAW - (1 semester, ½ credit) *Grades 9-12*

This course covers legal principles used in the business world. Contract, sales, bailment, agency employment, property laws, torts criminal law, marital property and bankruptcy are emphasized. Federal, state and case law serve as the basis for study.

**COMPUTER APPLICATIONS I (Introduction)** - (1 semester, ½ credit) *Grades 10-12 Required*

***Dual Credit Option for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students***

This course is designed for students to learn concepts and skills essential for survival in the computerized network information age. The focus of the course is on the students' use of computers for personal use in a hands-on, interactive computing environment. Software used is Microsoft Office 2019 covering Word and Excel. This is a non-mathematical course. Students may receive certification as a Microsoft Office Specialist (MOS) and Dual Credit through Madison College for students with a "C" or better.

**COMPUTER APPLICATIONS II (Advanced)** - (1 semester, ½ credit) *Grades 10-12*

***Prerequisite: COMPUTER CONCEPTS INTRODUCTION***

***Dual Credit Option for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students***

This course is designed for students to learn concepts and skills essential for survival in the computerized network information age. The focus of the course is on the students' use of computers for personal use in a hands-on, interactive computing environment. Software used is Microsoft Office 2019 Access and Powerpoint. This is a non-mathematical course. Students may receive certification as a Microsoft Office Specialist (MOS) and Dual Credit through Madison College for students with a "C" or better.

**ENTREPRENEURSHIP/BUSINESS MANAGEMENT** - (1 semester, ½ credit) *Grades 9-12*

***Dual credit option for 11<sup>th</sup> & 12<sup>th</sup> grade***

Want independence? Want to work for yourself? This course is designed to introduce students to the aspects involved in owning and operating a business. Topics covered include discovery of idea generation, identify how problems are solved, evaluate if your idea is feasible. You will be creating a business plan, managing finances, manage growth, client relations, incorporate technology, determine your competition & profits, managerial procedures, hiring and employment regulations, and marketing. Students participate in a business simulation in which each operates a business and performs all of the daily functions over a time span. Previous experience with Excel is recommended. Dual Credit may be available through Madison College for 11th or 12th grade students with a "C" or better.

**MARKETING PRINCIPLES** - (Second semester, ½ credit) *Grades 9-12*

***Dual credit option for 11<sup>th</sup> and 12<sup>th</sup> grade.***

This is a foundational course in Marketing and social media. Emphasis on fundamental marketing concepts including product development and management, pricing analysis and determination, promotion principles and fulfillment strategies relative to channels and physical distribution to organizational effectiveness and success. Projects may include sales of yearbook ads to local businesses. Dual Credit may be available through Madison College for 11th or 12th grade students with a "C" or better.

**PERSONAL FINANCE** - (1 semester, ½ credit) *Grades 11-12 Required*

Do you plan to live on your own someday? In order to do so, basic financial literacy skills are a must before being able to live on your own successfully. Students taking this course will gain the skills necessary to make wise financial decisions. A checkbook simulation will be completed. Topics will include money management and budgeting, borrowing, earning power, investing options, financial services, rent or buy, taxes and insurance. Other topics will also include financing a place to live, buying and insuring transportation, investing and the stock market.

**YEARBOOK** - (1 semester, ½ credit) *Grades 11 and 12*

***Prerequisite: Consent of Instructor***

This course examines the structure, functions, and theories of mass media in society. Students are familiarized with radio, television, book, newspaper, advertising, magazine, film, and record industries. Included in this course is the production of the Cambria-Friesland yearbook which includes business management and sales of ads, layout

and design, photography of school events, photography, software usage, journalism techniques, and meeting deadlines. Students are required to obtain ads & payment from area businesses to offset the cost of the publication.

## OR

PUBLICATIONS - (1 year, 1 credit) *Grades 11 and 12*

This course examines the production and publication of various forms of communication. Included in this course is the production of the Cambria-Friesland yearbook as well as other School and District publications both digital and print. Concepts of design layout, photography, graphic design, and written communication designed for a variety of audiences and purposes.

## COMPUTER SCIENCE

INTRODUCTION TO COMPUTER SCIENCE (PYTHON) - (1 year, 1 credit) *Grades 9-12*

An interactive introductory course for students brand new to information technology that teaches the foundations of computer science including hardware, software, networking, databases, programming using various languages, information systems and data security.

AP COMPUTER SCIENCE PRINCIPLES - (1 year, 1 credit) *Grades 10-12 This course will be weighted.*

Introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity, and how computing impacts our world.

AP COMPUTER SCIENCE A (JAVA) - (1 year, 1 credit) *Grades 10-12 This course will be weighted.*

Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. Students will learn object-oriented programming using the Java language and will emphasize problem solving and algorithm development.

## ENGLISH

ENGLISH 9 - (1 year, 1 credit) **Required**

***Prerequisite: Freshmen Standing***

English 9 introduces students to the literary genre in which students use critical reading and writing skills. Units in this course include writing a formal email, drama via Shakespeare's *Romeo and Juliet*, memoir *Night* by Elie Wiesel, and quarterly independent reading projects. Students will also participate in project-based learning to create an informative career presentation related to our Career Exploration Unit.

ENGLISH 10 - (1 year, 1 credit) **Required**

***Prerequisite: Sophomore Standing***

English 10 continues to develop students' skills in report writing and research including documentation, transitions, thesis, and paraphrasing via a research paper unit tied to Career Exploration. Additional units include drama via Shakespeare's *Julius Caesar*, an in-depth unit on writing effective introductions/conclusions as well as paragraph structures, the novels *A Separate Peace* by John Knowles and *The Scarlet Pimpernel* by Baroness Orczy, and creative writing.

NOVELS - (1 semester, ½ credit) *Grades 11-12*

This course will be an in depth study of novels with an emphasis on the literary elements found in them. Students will respond with depth in writing through analysis and critical thinking.

SHORT STORIES - (1 semester, ½ credit) *Grades 11-12*

This course will be an in depth study of short stories and the literary elements that make them what they are. In addition, students will respond in writing in the analysis of the different techniques used such as irony, personification, hyperbole, and other literary devices.

**TECHNICAL WRITING** - (1 semester, ½ credit) Grades 11-12

This course will encompass in depth study of writing that is not done for entertainment but for a specific purpose in either College or Career preparation. Writing assignments may include analytical critiques, report writing for business, research, editorials, speeches, etc.

**CREATIVE WRITING** - (1 semester, ½ credit) Grades 11-12

In this course students will read, critique, and compose original poetry, essays, short fiction, and creative non-fiction. Students will examine the works of published writers as well as peers to discover, expand, and refine their own skills, voice, and the body of skills which a writer habitually uses. Students will share their work for both written and oral peer critique.

**SHAKESPEAREAN LITERATURE** - (1 semester, ½ credit) Grades 11-12

Shakespeare is an elective course in which students will explore, discuss, and create their own interpretations of Shakespeare's work, especially as it is relevant to us today. Students will actively engage with challenging texts, questions and ideas in order to grow as readers, writers, thinkers, and problem solvers. Works other than those studied in core English classes will be studied.

**AP ENGLISH LITERATURE AND COMPOSITION** – (1 year, 1 credit) ***This course will be weighted.***

***Prerequisite: Junior Standing-comfort reading college-level texts and application of conventions of standard written English in one's writing.***

This course aligns to an introductory college-level literary analysis course. The course engages students in close reading and critical analysis of literature to deepen their understanding of the ways writers use language to provide meaning. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, diction, mood, and tone. Writing assignments include expository, analytical, and argumentative essays as well as literary analyses that require students to analyze and interpret literary works.

## **FAMILY AND CONSUMER SCIENCES**

**FOOD PREPARATION AND NUTRITION** - (1 semester, ½ credit) Grades 9-12

In this course, students will learn and practice kitchen safety and sanitation as they perform a variety of kitchen skills with a focus on nutrition and the different food groups. Students will have the opportunity to perform both individual and group lab activities. Prior knowledge of food preparation is not a requirement.

**CULINARY ARTS** - (1 semester, ½ credit) Grades 9-12

Includes instruction in recipe and menu planning, aesthetics of food presentation, and familiarity with a wide variety of cuisines and culinary techniques. Students will use safety and sanitation techniques that are related to the food service industry.

**TEXTILE AND APPAREL SERVICES** - (1 semester, ½ credit) Grades 10-12

Students will study fiber and the many products made from fabrics. Different projects will be done throughout the year including pillows, no-sew blankets, needle work, and fleece or flannel pants to name a few. Students will need to provide supplies for some of their projects.

**INTERIOR DESIGN/ARCHITECTURE** -(1 semester, ½ credit) Grades 10-12

Students will gain an understanding of the elements and principles of design, including selecting colors, fabrics, furnishings, lighting and furniture. Students will develop skills in architectural drafting and space planning through the use of hand and/or computerized drafting techniques. Students will apply math calculations to scale rooms and



create scaled floor plans for a variety of spaces. Class projects include decorating sample rooms and designing floor plans. Students will also explore potential careers in the architecture and design fields.

**ADULT LIVING** - (1 semester, ½ credit) *Grades 10-12*

This course prepares students to understand the nature, function, and significance of human relationships involving individuals and families. Topics include: family living, parenting, household and money management, decision-making skills, communication skills, self-awareness, crisis management, and the individual's roles and responsibilities within the family and community. Emphasis will be placed upon the uniqueness, needs, and interests of individuals and families.

**PARENT AND CHILD** - (1 semester, ½ credit) *Grades 9-12*

Students will explore concepts and learn skills to prepare for parenting infants, toddlers, preschoolers, and school-aged children. Students will consider parenting as a lifelong career and delve into topics such as communication, brain development, children with special needs, and more topics.

**INTRODUCTION TO EARLY CHILDHOOD/CHILD CARE** - (1 year or 1 semester/1 or ½ credit) *Grades 11-12*

***Prerequisite: Parent and Child***

Quality child care is a major concern of parents, schools, and industry. The need for trained child care workers has increased along with the concern for quality child care. This course will help prepare workers who provide early child care. This is a good class for anyone interested in being a teacher, day care provider, nurse, doctor or parent. It is also a great foundation for students interested in psychology, sociology and human development.

**INTRODUCTION TO HUMAN DEVELOPMENT** - (1 semester, ½ credit) *Grades 11-12*

***Dual Credit option may be available***

The focus of this course is the study of human development and change throughout the entire lifespan from psychological, sociological, and biological perspectives. This course is equivalent to Educational Foundations 230 at UWW and is commonly required for students entering education and education related professions.

**INTRODUCTION TO SPECIAL EDUCATION** - (1 semester, ½ credit) *Grades 11-12*

***Dual Credit option may be available***

This survey course is designed to help students explore issues and perspectives related to children, adolescents, and young adults with a variety of ability and disability experiences in educational settings. We will examine the legal, philosophic, and programmatic changes leading toward integrated models of curriculum and instruction. The course is designed to provide students with information and experiences that engage them in explicitly examining conceptions, assumptions, and attitudes related to disability as well as information about the variety of disability categories covered by federal education law.

# MATHEMATICS

Classes offered in the area of math each year are: Algebra\*, Geometry\*, Advanced Algebra\*, Pre-Calculus\*, and Calculus\*. Rotating classes are: Mathematical Problem Solving and Applied Math I and II.

Colleges and universities require a minimum of three credits of math. Only the courses designated with a \* above are accepted as a math credit by a majority of colleges and universities.

All students are required to fulfill all prerequisites before taking a course. If a student does not meet the prerequisite but would still like to take a course, they must complete the **Mathematics Course Approval Form** within this packet. No exceptions will be made. Students wishing to enroll in more than one mathematics class in the same semester must also complete this form. A passing grade is considered a D- or higher in both semesters.

ALGEBRA - (1 year, 1 credit) Grade 8-12

**Prerequisite – Passing grade in Pre-Algebra/Placement Test or Teacher Recommendation**

This class is typically taken in 9<sup>th</sup> grade. The topics covered in Algebra are a review and expansion of Pre-Algebra concepts, graphing, linear, quadratic, and exponential relationships, applications through word problems, exponents, rational and radical algebraic equations, and inequalities. Emphasis will be on using a variety of strategies to solve mathematical problems

GEOMETRY - (1 year, 1 credit) Grades 9-12

**Prerequisite: Passing grade in Algebra**

This class is typically taken in 10<sup>th</sup> grade. Geometry is a branch of mathematics that studies the relationship between points, lines, angles, surfaces, and solids. It provides an opportunity for students to learn to think and reason mathematically by using various types of reasoning skills and to apply skills learned in Algebra. Students will solve problems relating to various geometrical figures, learn about the history and applications of geometry, and accomplish proofs to better understand concepts in geometry.

ADVANCED ALGEBRA - (1 year, 1 credit) Grades 9-12

**Prerequisite: A grade of a C or higher in Algebra both semesters or Course Approval Form (APPENDIX A) signed by required parties**

Advanced Algebra is partly an extension of Algebra, wherein topics studied are covered more in depth. This is an advanced and rigorous course for students planning to continue to Pre-Calculus. In addition, several new topics are introduced, including imaginary numbers, trigonometry, conic sections, logarithms, matrices, functions, sequences, series, permutations, combinations, and probability.

PRE-CALCULUS AP - (1 year, 1 credit) Grades 10-12 **This course will be weighted.**

**Prerequisite – A grade of a C or higher in Advanced Algebra both semesters or Course Approval Form (APPENDIX A) signed by required parties**

AP Precalculus will prepare students for other college-level mathematics and science classes. The skills learned in this course are foundational not only for success in required college math courses, but also to careers in math, physics, biology, health science, data science and social science. The class is made up of four units covering Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric and Polar Functions, and Functions Involving Parameters, Vectors, and Matrices. After completion of this course, students will be prepared to take the AP Precalculus Exam, at an additional cost to the student.

CALCULUS AP - (1 year, 1 credit) Grades 11-12 **This course will be weighted.**

**Prerequisite – A grade of C or higher in Pre-calculus both semesters or Course Approval Form signed by required parties.**

This course follows Pre-Calculus and is similar to first semester college Calculus. Beginning with limit and continuity, the course moves into derivatives and their applications, such as curve sketching, related rates,

maximum-minimum problems and linear approximations. Integration is then studied, along with its applications. Further topics include trigonometric, exponential and logarithmic functions and their derivatives, along with applications such as exponential growth and decay. The course concludes with special integration techniques such as integration by parts, trigonometric substitution, and the use of tables. (*Graphing calculator required.*) After completion of this course, student will be prepared to take the AP Calculus Exam AB, at an additional cost to the student.

STATISTICS AP (1 year, 1 credit) *Grades 11-12*

***This course will be weighted***

***Prerequisite - A grade of C or higher in Advanced Algebra both semesters or Course Approval Form (APPENDIX A) signed by required parties.***

Statistics is the study of data – how to gather it, analyze it, interpret, and draw conclusions from it. In the first semester of AP Statistics, students will learn statistical techniques to analyze and interpret data, use probability and two-way tables to explore the ideas of independence and likelihood, learn to design studies and experiments that minimize bias and variability, and build the concept of a probability distribution to explore more complex ideas in probability that arise in data analysis. In the second semester, students will use probability distributions to build the idea of a sampling distribution as a measure of bias and variability in an estimate, then use sampling distributions to motivate an understanding of statistical inference – confidence intervals and hypothesis tests – including inference for proportions, means, categorical distributions using chi-squared distributions, and slopes of linear regression equations.

APPLIED MATHEMATICS - (1 year, 1 credit, offered alternate years) *Grades 9-12*

This course covers a variety of topics, such as whole numbers, fractions, decimals, percents, proportions, geometry and measurement, algebra, and data and graphs, which are designed to foster interest in and show the applicability of mathematics. Students will develop useful mathematics skills through engaging exercises that relate to their lives. They will investigate concepts, work collaboratively, share ideas orally and in writing, and discover multiple ways to solve problems.

APPLIED MATHEMATICS II- (1 year, 1 credit, offered alternate years) *Grades 9-12*

***Prerequisite – Students must have passed either Applied Math I, Pre-Algebra or Algebra***

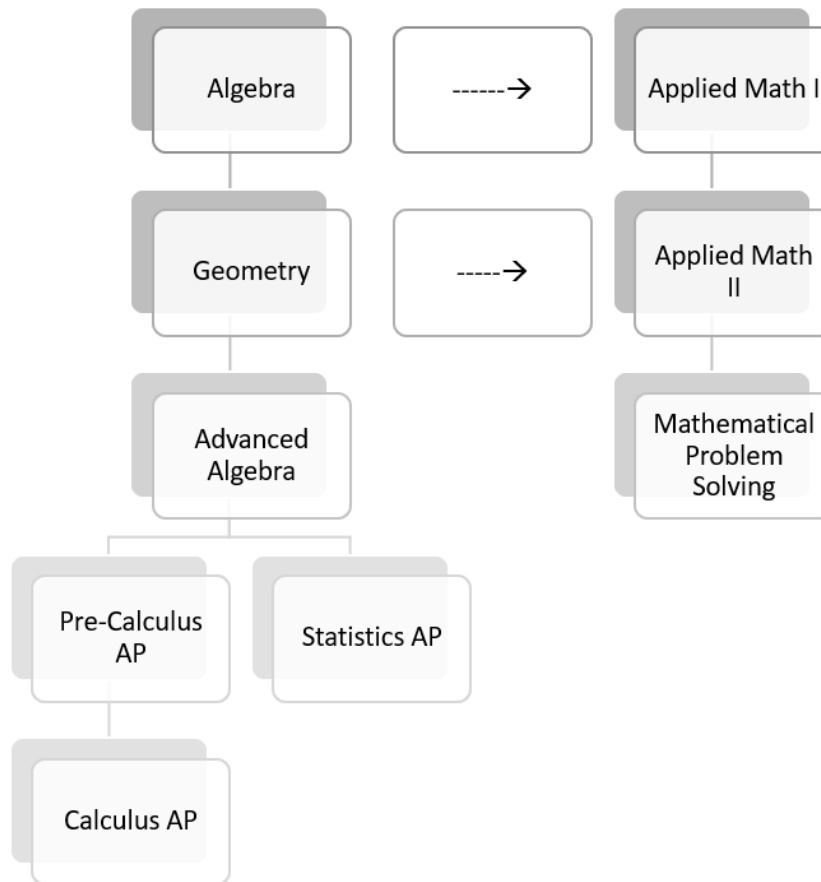
Students continue to develop math and problem solving skills while learning how to apply geometry, algebra, and physics to real-life situations. The course will cover topics ranging from area and volume to trigonometry and quadratics. It helps students to understand the importance and relevance of mathematics in their future. ***The university of Wisconsin System accepts completion of Applied Mathematics I AND Applied Mathematics II as the equivalent of completion for Introduction to Algebra AND Algebra I.***

MATHEMATICAL PROBLEM SOLVING - (1 year, 1 credit, offered alternate years) *Grades 9-12*

This is an applied, problem-centered course, which includes the focus of the retention and/or acquisition of computation skills with the purpose of the further development of basic mathematical concepts. Areas of study include positive and negative numbers, fractions, decimals, percents, and measurements. Elements of Algebra, Geometry, and Statistics are taught throughout the course.

## High School Math Course Flow Chart

The diagram below provides the usual sequence of high school mathematics courses. Depending on student needs and scheduling, this sequence may be altered.



## MUSIC

HIGH SCHOOL BAND - (1 year, alternating days, .5 credit) Grades 9-12

The high school band offers the student the opportunity to continue his/her music education into high school. Membership in band includes daily rehearsals or the preparation of music for the various events in which the band participates. Band participation includes performing at a variety of events throughout the year, including, but not limited to the summer Park Days Parade, formal concerts, fall marching band, and basketball pep band. Participation in the WSMA solo & ensemble festival is also available to students.

HIGH SCHOOL CHOIR - (1 year, alternating days, .5 credit) Grades 9-12

Chorus is devoted to the development of musicianship through participation in a group vocal performance. Membership in chorus requires daily rehearsals devoted to the preparation of music, the improvements of individual and group vocal techniques, and the increase of music knowledge. Music selections will include a varied repertoire of sacred, secular, traditional, and popular styles. Chorus participation includes performances at a variety of events throughout the year, including concerts and special assemblies.

## PHYSICAL AND HEALTH EDUCATION

*Note: A doctor's excuse will be needed to be excused for any part of physical education or swimming requirements. No credit is granted for a doctor's excuse. A student who has begun a semester in Physical Education class but is declared by a doctor to be medically excused (ME) shall continue to attend classes (without actively participating) unless permission is given by the instructor to go elsewhere. A student receiving an ME on their report card shall receive credit for Physical Education but does not earn a letter grade.*

*In accordance with Wisconsin State Statutes and Cambria-Friesland School District Policy 5460 regarding graduation requirements, Students with junior or senior status who complete two full seasons of WIAA-sanctioned athletics are eligible to complete one-half credit in an elective mathematics, science, English, social studies or health education course in lieu of one-half credit of physical education for the purposes of high school graduation. The elective one-half credit may not be taken as an on-line course. Exemption request forms (Appendix B) must be submitted to the Principal prior to the start of the quarter in which the student plans to apply for the exemption.*

PHYSICAL EDUCATION 9 - (1 semester, ½ credit) Grade 9

PE 9 is designed for students to improve sport specific skills and strategy related to team and individual sports. Through the use of sports, students improve strength, endurance, agility, sportsmanship, teamwork, and gain an appreciation for physical activity. Units include fitness testing, flag football, soccer, eclipse ball, basketball, badminton, and pickle ball. **This class meets every other day for a full year.**

TEAM SPORTS - (1 semester, ½ credit) Grade 10-12

**Prerequisite: Successful completion of PE9**

The emphasis with this course is on advanced skill development and team concepts such as sportsmanship, strategy, cooperation, and teamwork. A desire to work with others and accept differences are essential. Units include a variety of traditional and nontraditional sports that include but are not limited to basketball, flag football, soccer, floor hockey, and volleyball.

INDIVIDUAL AND DUAL ACTIVITIES - (1 semester, ½ credit) Grade 10-12

**Prerequisite: Successful completion of PE9**

This course offers a variety of activities meant to meet the needs of the individual. Through goal setting, self-awareness and skill improvement in individual and partner activities, students will develop their desire to pursue recreational activities. Units include, but are not limited to weight training, yoga, dance, pickle ball, and archery.

ACTIVE LIFESTYLE - (1 semester, ½ credit) *Grades 10-12*

***Prerequisite: Successful completion of PE9***

This class will cover three dimensions of wellness-physical, emotional and social, through the introduction of activities that help to maintain physical well-being, increase social interaction and decrease stress. Projects and assignments may and will be given to reinforce learning. Students will make goals and keep a journal. A high level of self-motivation is necessary for success. Time will be split between the classroom, gym, weight room, and outdoors. This class may be individualized to meet student needs.

HEALTH - (1 semester, ½ credit) *Grade 10 Required*

Health Education students will participate in self-inventories, and interactive experiences that reinforce positive health choices in all areas of daily life- physical, mental, and social. Students will be encouraged to take responsibility for their own health and make wellness a lifelong habit.

## **SCIENCE**

INTRODUCTION TO PHYSICS AND CHEMISTRY- (1 year, 1 credit) *Grades 9-12 Required*

***Prerequisite – freshman standing***

This is a first year course in the physical sciences, which is the study of interaction of matter and energy in our world. Students will be involved in general learning skills such as observation, reasoning, experimental techniques, laboratory experiences, analyzing data, and communication. Basic chemistry will include the structure of an atom, chemical compounds, and applications of chemistry. Basic physics will include the study of forces, motion, electricity, magnetism, sound, light, and the various forms of energy.

BIOLOGY - (1 year, 1 credit) *Grades 10-12 Required*

***Prerequisite – Introduction to Physics and Chemistry***

This course is designed to be an overview of skills, techniques, and basic knowledge related to the scientific study of living things. Areas of study include: organization of life, the cell (its structure, contents and their functions, DNA and its functions, and how the cell divides), how traits are passed on, and a review of organisms from the Kingdom Animalia with hands-on laboratory dissection or representative phyla.

ENVIRONMENTAL SCIENCE - (1 year, 1 credit) *Grades 11-12*

***Prerequisite – Introduction to Physics and Chemistry & Biology***

Environmental Science is a laboratory science course that enables students to develop an understanding of the natural world and the environmental problems associated with it. Students will identify and analyze environmental problems both natural and human-made and propose alternative solutions for resolving or preventing them.

CHEMISTRY - (1 year, 1 credit) *Grades 10-12*

***Prerequisite – Introduction to Physics and Chemistry***

Chemistry begins to prepare the student for college level chemistry through basic concepts, theories and models. Topics will include atomic models, mathematical analysis, use of the periodic table, chemical reactions expressed in formulas and equations, and energy relationships in Chemistry. The student will develop a background in basic chemistry and participate in developing skills in problem-solving, theory building, modeling, and relating science to technology as applied in our society.

AP CHEMISTRY - (1 year, 1 credit) *Grade 12 This course will be weighted.*

**Prerequisite – Chemistry I (B or better 2<sup>nd</sup> semester)/Consent of Teacher, Advanced Algebra**

AP Chemistry consists of review of general chemistry concepts, with emphasis on problem-solving and quantitative analysis through laboratory experience. Topics covered may consist of, but are not limited to: stoichiometry, thermochemistry, gas laws, atomic structure, solutions, acid/bases, equilibria, oxidation-reduction, organic chemistry, and biochemistry. The focus is on skills needed by those taking college chemistry, especially in a health-related field.

PHYSICS - (1 year, 1 credit) *Grades 11-12 Offered 2023-24 and then alternating.*

**This course will be weighted. Prerequisite – Advanced Algebra and Geometry**

Physics is the most fundamental of all the sciences and is the basis of engineering. It is the study of matter and its interactions. The course is an in-depth study of mechanics (motion) including both linear and rotational mechanics, as well as the special and general theories of relativity. Emphasis will be placed on the limitations of classical physics and its enhancement by modern physics. Using the law of physics to solve problems will be stressed.

AP BIOLOGY – (1 year, 1 credit) *Grades 11, 12 Alternating years, offered 2024-25 This course will be weighted.*

**Prerequisite – Biology & Chemistry or consent of instructor**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions.

## **SOCIAL STUDIES**

WORLD STUDIES - (1 year, 1 credit) *Grade 9 Required*

World Studies is a course designed to give students an understanding of the formation and development of the diverse cultures of the world and the contributions of those cultures to modern society. Students will explore these cultures, the people and their history, their economies and governments, and the complex relationship between people and their environment. A wide range of experiences is offered to engage and challenge students in making better sense of the world around us.

U. S. HISTORY - (1 year, 1 credit) *Grade 10 Required*

U.S. history is designed to have students investigate the cultural, political, and economic events and circumstances that have shaped the United States from Reconstruction through the current issues of the 21<sup>st</sup> century. As our world becomes more connected it is valuable for US citizens to have an awareness of how our national position in the world was established therefore, we will discuss how and why the United States became the world superpower that it is. By learning our nation's history we all will have a better understanding of our place in the world.

CIVICS - (1 semester, ½ credit) *Grades 12 Required*

The student will study the duties and responsibilities of citizenship. The class also contains an in-depth study of American government -federal, state, and local.

ECONOMICS - (1 semester, ½ credit) *Grade 11-12*

Students learn how Americans make decisions in a free enterprise system. There will also be a comparison of the American economic system with those and other countries. Some of the topics covered will be supply and demand, free enterprise, how the federal budget is made, foreign trade, taxes, and unemployment.

CURRENT EVENTS - (1 semester, ½ credit) *Grade 11-12*

Using current events, this elective course focuses on world and local issues that affect students' everyday lives, such as economics, government and conflict. This course uses various forms of media to support class discussion.

AP US HISTORY – (1 year, 1 credit) *Grade 10-12 **This course will be weighted.***

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance – identify; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture – provide areas of historical inquiry for investigation throughout the course.

## **WORLD LANGUAGES**

*Note: Due to the nature of foreign language study, and the fact that each level is predicated on the mastery of the preceding level, it is required that the student pass the previous level with a C or better in order to proceed to the next level.*

DEVELOPMENTAL SPANISH - (1 year, 1 credit) *Grades 9-12*

***Prerequisite: Spanish I and Consent of Instructor***

This class is for the student who has completed Spanish I but is not ready to Spanish II. This class will review and reinforce vocabulary and grammatical concepts learned in Spanish I. ***Although high school credit is received for this course, it does not fulfill college admission requirements.***

DEVELOPMENTAL SPANISH II - (1 year, 1 credit) *Grades 10-12*

***Prerequisite: Spanish II and Consent of Instructor***

This class is for the student who has completed Spanish II but is not ready for Spanish III. This class will review and reinforce vocabulary and grammatical concepts learned in Spanish II. ***Although high school credit is received for this course, it does not fulfill college admission requirements.***

SPANISH I - (1 year, 1 credit) *Grades 8-12*

Spanish I will introduce the student to the Spanish language by developing skills in reading, writing, speaking, and listening. It also takes a look at culture, history, customs, and everyday life of the Spanish-speaking people. Emphasis will be on communication and self-expression in the Spanish language. *Students that take the course in 8th grade may have the opportunity to take the course again in 9th grade without penalty based on instructor approval or recommendation.*

SPANISH II - (1 year, 1 credit) *Grades 9-12*

***Prerequisite – Spanish I, with grade of C or better***

Spanish II is a continuation of Spanish I. It consists of review of the vocabulary and grammar principles learned in Spanish I, as well as looking at more advanced grammatical concepts. More emphasis will be placed on real-life communication in the language as well as a more in-depth look at the culture and customs of Hispanic people.

SPANISH III - (1 year, 1 credit and/or college credits) *Grades 10-12 **This course will be weighted.***

***Prerequisite – Spanish I and II***

Spanish III is a continuation of Spanish II. Grammatical concepts and vocabulary will be reviewed. Culture and literature will be looked at more in depth. Major emphasis will be on daily communication in the Spanish language in a variety of settings.

SPANISH IV - (1 year, 1 credit and/or college credits) *Grades 11-12 **This course will be weighted.***

***Prerequisite – Spanish I, II, and III***

***Dual Credit Option available.***

Spanish IV is a continuation of Spanish III. Once again, the major emphasis will be on daily communication in a Spanish language.

SPANISH V – (1 year, 1 credit and/or college credits.) *Grade 12 **This course will be weighted.***

***Prerequisite – Spanish I, II, III, IV***

Independent projects in Spanish emphasizing reading, writing and speaking.



## APPENDIX A

### Mathematics Course Approval Form

**Student Information**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Graduation Year: \_\_\_\_\_ G.P.A.: \_\_\_\_\_

**Previous Math Courses / Grades:**

	First Semester	Second Semester		First Semester	Second Semester
<input type="checkbox"/> 8 <sup>th</sup> grade Math			<input type="checkbox"/> Calculus		
<input type="checkbox"/> Algebra			<input type="checkbox"/> Applied Mathematics		
<input type="checkbox"/> Geometry			<input type="checkbox"/> Applied Math II		
<input type="checkbox"/> Advanced Algebra			<input type="checkbox"/> Math Problem Solving		
<input type="checkbox"/> Pre-Calculus			<input type="checkbox"/> Other _____		

**Requested Course(s):**

- |  |   |
|--|---|
| <input type="checkbox"/> Algebra<br><input type="checkbox"/> Geometry<br><input type="checkbox"/> Advanced Algebra | <input type="checkbox"/> Math Problem Solving<br><input type="checkbox"/> Applied Mathematics<br><input type="checkbox"/> Pre-Calculus<br><input type="checkbox"/> Calculus |
|--|---|

**Written Explanation for Request:** (by student)

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**Parent:** \_\_\_\_\_

**Parent:** \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**Math Teacher Approval:** \_\_\_\_\_ Date: \_\_\_\_\_

**Math Teacher Approval:** \_\_\_\_\_ Date: \_\_\_\_\_

(Must obtain signatures from both current and intended future math teachers for approval.)

**School Counselor:** \_\_\_\_\_ Date: \_\_\_\_\_

**Administrator:** \_\_\_\_\_ Date: \_\_\_\_\_

Date Approved: \_\_\_\_\_

Date Denied: \_\_\_\_\_

**APPENDIX B**

**.5 Credit Physical Education Exemption Form**

Name \_\_\_\_\_ School Year \_\_\_\_\_

**List previous WIAA Junior Varsity, Varsity or district sports participation and year participated:**

**List the current school year sport(s) that you are or will be a participant:**

**List the Mathematics, Science, English, Social Studies or Health .5 credit to be used as the class to meet the waiver requirement. It must be understood that this course must be above and beyond the basic graduation requirements of the C-F Board of Education.**

\_\_\_\_\_

**I have read the Policy 5460 Graduation Requirements, Physical Education Credits section and understand the consequences of NOT following the policy. If a student is a senior and drops his/her only sport during 2nd semester i.e. spring sport, and cannot substitute another organized physical activity for this sport, he/she will not have met the graduation requirements of the Cambria-Friesland Board of Education and will not graduate.**

Student signature \_\_\_\_\_ Principal signature \_\_\_\_\_

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

**MATERIALS  
FROM  
ATTACHING  
DISTRICT**

**SCHOOL BOARD OF MARKESAN DISTRICT SCHOOLS  
RESOLUTION AUTHORIZING ISSUANCE OF AN ORDER**

**WHEREAS**, a meeting of the school board of the Markesan District Schools was held on February 14, 2024, and

**WHEREAS**, a petition has been filed with the clerk of the school board, pursuant to s. 117.11-13, Wis. Stats., proposing detaching the territory at N9196 County Road H, Cambria, WI 53923 (*Lot 1 of Columbia County Certified Survey Map No. 5508 as recorded in the office of the Register of Deeds for Columbia County, Wisconsin on January 30, 2014 at 12:13 P.M. in Volume 39 of Certified Surveys, Page 23 as Document No. 857351; Being Lot 1 of Certified Survey Map No. 4713 in Volume 33, Page 48, as Document No. 763788, located in the North West ¼ of the North East ¼ of Section 14, Township 13 North, Range 11 East, Town of Scott, Columbia County, Wisconsin*) from the Cambria-Friesland School District and attaching said territory to the Markesan District Schools, and

**WHEREAS**, a public hearing has been held on the proposed reorganization by the school board pursuant to s. 117.11-13, Wis. Stats.,

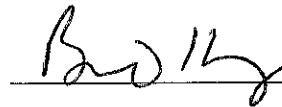
**NOW, THEREFORE, BE IT RESOLVED** that an order be issued and filed *granting* the petition upon which said hearing has been held.

Introduced by: David Abendroth

Seconded by: Darrell Fenske

Vote: Yes   10   No   0  

Dated this 14th day of February, 2024.



\_\_\_\_\_  
Brad Krueger, Clerk  
Markesan District Schools

**CERTIFICATE OF TRUE COPY**  
School Board Resolution

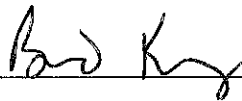
State of Wisconsin                    )  
  )ss  
Green Lake County                    )

I, Brad Krueger, secretary of the meeting of the Markesan District Schools, following a school board vote for the purpose of adopting a resolution, hereby certify that I have carefully compared the attached copy of the:

- Resolution Altering School District Boundaries
- Resolution of Denial  
*(check one)*

made and filed by said school board on February 14, 2024, with the original which is now on file in the district office of Markesan District Schools as required by law. I further certify that the same is a true and correct copy of said original.

Signed this 14th day of February, 2024.

  
\_\_\_\_\_  
Brad Krueger, Clerk  
Markesan District Schools

NOTE: The original Resolution Altering School District Boundaries or Resolution of Denial and the original of all other documents should be kept on file in the school district office.

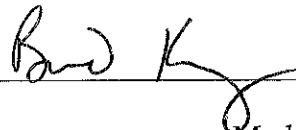
This certificate should be attached to a copy of the Resolution Altering School District Boundaries or the Resolution of Denial and mailed to:

Secretary, School District Boundary Appeal Board  
Department of Public Instruction  
P.O. Box 7841  
Madison, WI 53707-7841

**SCHOOL BOARD OF MARKESAN DISTRICT SCHOOLS**  
**ORDER ALTERING SCHOOL DISTRICT BOUNDARY LINES**

The school board of the Markesan District Schools, under the authority of Ch. 117, Wis. Stats., and in compliance with a resolution adopted at a meeting of the school board held at 100 East Vista Boulevard, Markesan, WI 53946 at 7:00 p.m. on the 14th day of February, 2024, hereby order that the following described territory, to wit: N9196 County Road H, Cambria, WI 53923 (*Lot 1 of Columbia County Certified Survey Map No. 5508 as recorded in the office of the Register of Deeds for Columbia County, Wisconsin on January 30, 2014 at 12:13 P.M. in Volume 39 of Certified Surveys, Page 23 as Document No. 857351; Being Lot 1 of Certified Survey Map No. 4713 in Volume 33, Page 48, as Document No. 763788, located in the North West ¼ of the North East ¼ of Section 14, Township 13 North, Range 11 East, Town of Scott, Columbia County, Wisconsin*) is hereby ordered detached from the Cambria-Friesland School District and said described territory attached to the Markesan District Schools. This order shall take effect on July 1, 2024.

Dated this 14th day of February, 2024.

  
\_\_\_\_\_  
Brad Krueger, Clerk  
Markesan District Schools

Order received by School District Boundary Appeal Board on \_\_\_\_\_, 20\_\_\_\_\_

\_\_\_\_\_  
Secretary, School District Boundary Appeal Board

Note: Within five (5) days after this order is made a certified true copy of the order must be filed with:

Secretary, School District Boundary Appeal Board  
Department of Public Instruction  
P.O. Box 7841  
Madison, WI 53707-7841

**CERTIFICATE OF TRUE COPY**  
School Board Order

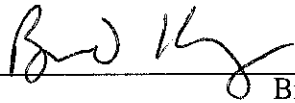
State of Wisconsin                    )  
  )ss  
Green Lake County                    )

I, Brad Krueger, secretary of the meeting of the Markesan District Schools, following a school board vote for the purpose of issuing an order, hereby certify that I have carefully compared the attached copy of the:

- Order Altering School District Boundaries
- Order of Denial  
*(check one)*

made and filed by said school board on February 14, 2024, with the original which is now on file in the district office of Markesan District Schools as required by law. I further certify that the same is a true and correct copy of said original.

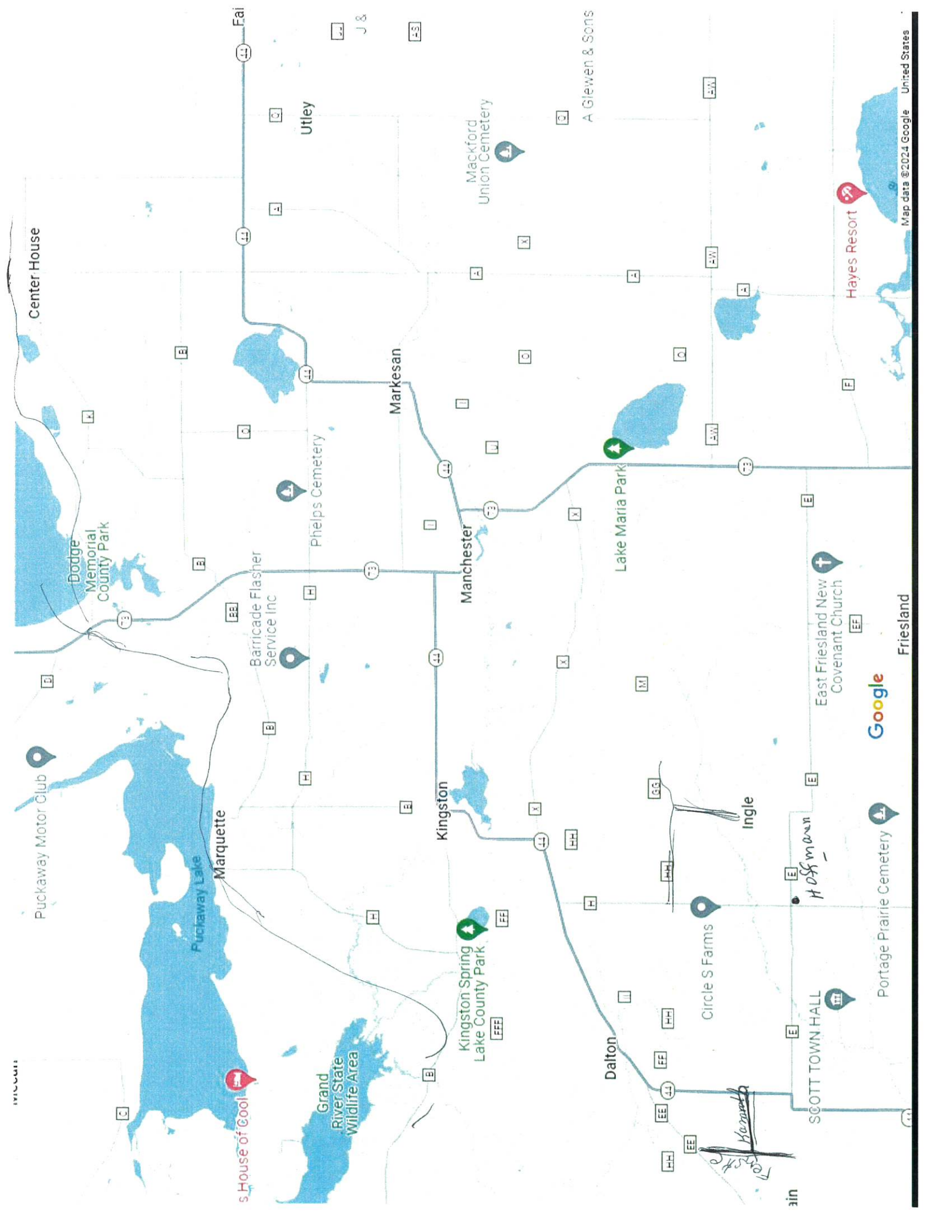
Signed this 14th day of February, 2024.

  
\_\_\_\_\_  
Brad Krueger, Clerk  
Markesan District Schools

NOTE: The original Order Altering School District Boundaries or Order of Denial and the original of all other documents should be kept on file in the school district office.

This certificate should be attached to a copy of the Order Altering School District Boundaries or the Order of Denial and mailed to:

Secretary, School District Boundary Appeal Board  
Department of Public Instruction  
P.O. Box 7841  
Madison, WI 53707-7841



s. House of Cool

Fenske  
Karnath

Hoffman

Center House

Dodge Memorial County Park

Marquette

Puckaway Lake

Puckaway Motor Club

Barricade Flasher Service Inc

Phelps Cemetery

Markesan

Manchester

Kingston

Kingston Spring Lake County Park

Mackford Union Cemetery

Dalton

Circle S Farms

Ingle

Lake Maria Park

SCOTT TOWN HALL

East Friesland New Covenant Church

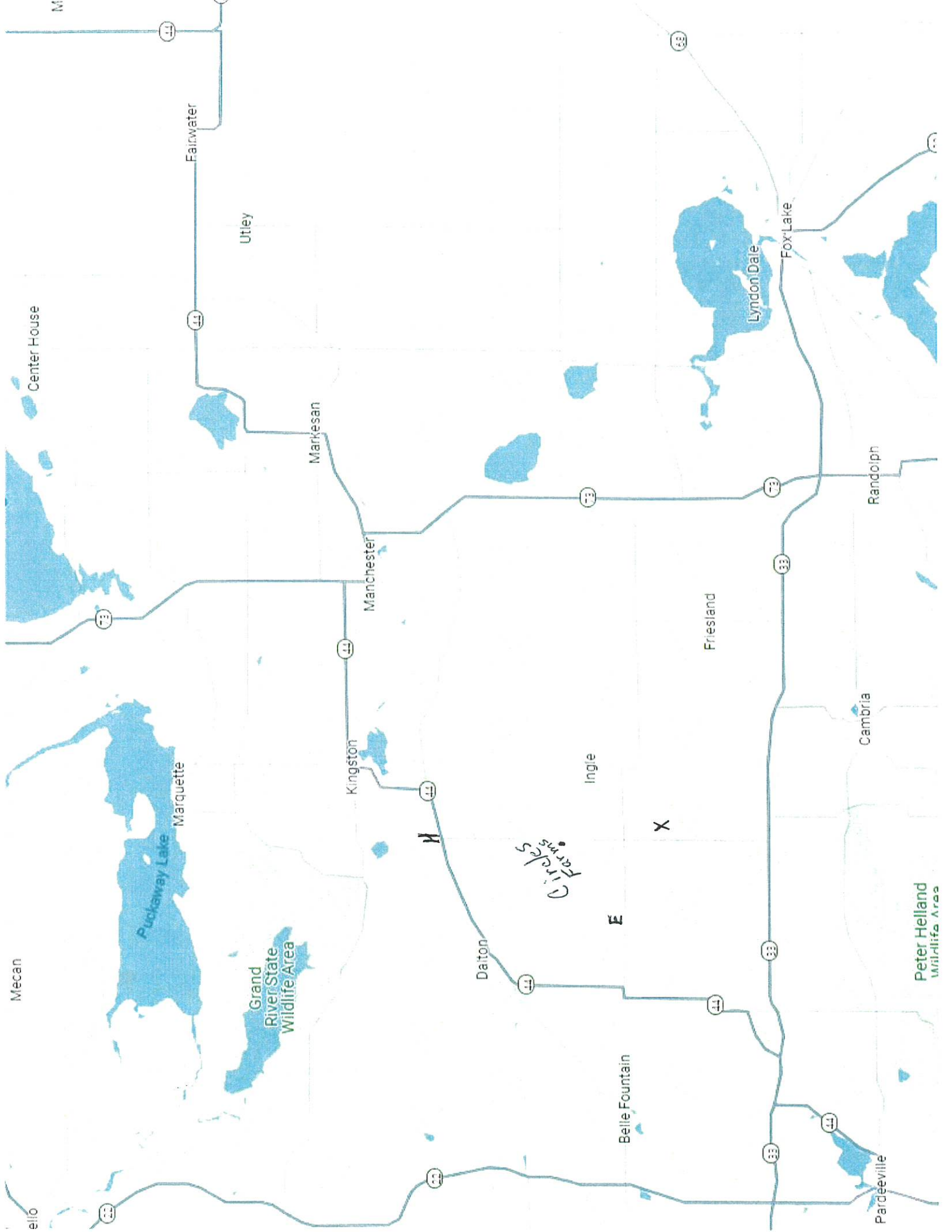
Hayes Resort

Portage Prairie Cemetery

Friesland

Google





Mican

Center House

Fairwater

Utley

Markesan

Manchester

Kingston

Dayton

Belle Fountain

Friesland

Randolph

Cambria

Peter Helland  
Wildlife Area

Puckaway Lake  
Marquette

Grand River State  
Wildlife Area

Lyndon Dale

Fox Lake

Pardeeville

*Circles Farms*

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# DAILY SCHEDULE Grade 4K

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 AM	Arrival	Arrival	Arrival	Arrival	Arrival
8:00-8:45	<i>Walter Guidance 8:15-8:45</i>			<i>Cardio 4K 8:20-8:45</i>	<i>Werch Guidance 8:15-8:45</i>
8:45-9:45					
9:45	Recess	Recess	Recess	Recess	Recess
10:15-10:45					
10:55	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
11:00-12:00	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep
12:00-12:15	Arrival	Arrival	Arrival	Arrival	Arrival
12:15-1:45	<i>Walter Guidance 12:40-1:10</i>				
1:45-2:00	Recess	Recess	Recess	Recess	Recess
2:00-3:05				<i>2:30-2:50 Cardio</i>	
3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

# DAILY SCHEDULE Grade 5K

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 -9:45	ELA/Phonics	ELA/Phonics	ELA/Phonics	ELA/Phonics	ELA/Phonics Bengry 9:15-9:45 Guidance
9:45-10:00	Recess	Recess	Recess	Recess	Recess
10:20-10:55	Day 1 Bengry- Art Denkert- PE Worden- Music	Day 2 Bengry- Music Denkert- Art Worden- PE	Day 3 Bengry- PE Denkert- Music Worden- Art	Specials	Specials
11:00-11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-11:55	Recess	Recess	Recess	Recess	Recess
12:00-12:30	Reading & Math R/E (Title)	Reading & Math R/E (Title)	Reading & Math R/E (Title)	Reading & Math R/E (Title)	Reading & Math R/E (Title)
12:30-1:45	Math Denkert Library 12:30-1:00	Math	Math	Math	Math Worden Guidance 12:30-1:00
1:45-2:00	Recess	Recess	Recess	Recess	Recess
2:00-3:05	Centers/ Sci&SS	Centers/ Sci&SS Bengry Library 2:05-2:35	Centers /Sci &SS Cardio 2:30-2:55 (5k)	Centers/ Sci&SS Worden Library 2:10-2:40	Centers/ Sci&SS Denkert Guidance 2:05-2:35
3:05-3:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

# DAILY SCHEDULE Grade 1

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-9:45	ELA/Phonics	ELA/Phonics	ELA/Phonics	ELA/Phonics	ELA/Phonics
9:45-10:00	Recess	Recess	Recess	Recess	Recess
10:00-10:55	Math 10:25-10:55 Raab Library	Math Krentz Library 10:25-10:55	Math	Math Maas 10:25-10:55	Math
10:55-11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-11:55	Recess	Recess	Recess	Recess	Recess
11:55-12:10	ELA/Math	ELA/Math	ELA/Math	ELA/Math	ELA/Math
12:10-12:45	Day 1 Krentz- PE Raab- Music Maas- Art	Day 2 Krentz- Art Raab- PE Maas- Music	Day 3 Krentz- Music Raab- Art Maas- PE	Specials	Specials
12:45-1:15	Writing	Writing Maas Guidance A	Writing Krentz Guidance A	Writing Raab Guidance Week A	Writing
1:15-1:45	Reading & Math R/E (Title)	Reading & Math R/E (Title)	Reading & Math R/E (Title)	Reading & Math R/E (Title)	Reading & Math R/E (Title)
1:45-2:00	Recess	Recess	Recess	Recess	Recess
2:00-2:30	ELA/Math	ELA/Math	ELA/Math	ELA/Math	ELA/Math
2:30-3:05	Science Social Studies	Cardio Grade 1 (2:40-3:00)	Science Social Studies	Science Social Studies	Science Social Studies
3:05-3:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

# DAILY SCHEDULE Grade 2

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-9:30	ELA /Phonics	ELA /Phonics	ELA /Phonics	ELA /Phonics	<i>Cardio Grade 2</i> ELA /Phonics
9:30-9:45	Recess	Recess	Recess	Recess	Recess
9:45-10:00	Snack	Snack	Snack	Snack	Snack
10:00-10:30	Writing	Writing	Writing	Writing 9:55-10:25 Hynnek Library	Writing
10:30-11:00	RE/TITLE	RE/TITLE	RE/TITLE	RE/TITLE	RE/TITLE
11:00-11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-11:55	Recess	Recess	Recess	Recess	Recess
12:00-12:30	Mel Title/RE	Mel Title/RE	Mel Title/RE	Mel Title/RE	Mel Title/RE
11:55-1:25	Math	Math	Math	Math 12:20-12:50 Zacho Library 12:50-1:20 Hansen Library	Math
1:25-2:00	Day 1 Hansen- PE Hynnek- Music Zacho- Art	Day 2 Hansen- Art Hynnek- PE Zacho- Music	Day 3 Hansen- Music Hynnek- Art Zacho- PE	Specials	Specials
2:00-2:15	Recess	Recess	Recess	Recess	Recess
2:15-3:05	Science Social Studies	Science Social Studies Hynnek 2:20-2:50	Science Social Studies 2:20-2:50 Hansen Guidance A	Science Social Studies 2:20-2:50 Zacho Guidance A	Science Social Studies
3:05-3:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

# DAILY SCHEDULE Grade 3

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-9:30	ELA Cardio 8:00-8:25	ELA Worden Library 9:00-9:30	ELA	ELA Mocco Library 9:00-9:30	ELA
9:30-9:45	Recess	Recess	Recess	Recess	Recess
9:45-9:55	Snack	Snack	Snack	Snack	Snack
9:55-10:25	Math/Reading R&E Title	Math/Reading R&E Title	Math/Reading R&E Title	Math/Reading R&E Title	Math/Reading R&E Title
10:25-10:55	Writing	Writing	Writing <i>Worden Guidance B</i>	Writing <i>Mocco Guidance B</i> Mast Library	Writing
11:00-11:40	Day 1 Mast- Art Worden- Music Mocco-PE	Day 2 Mast- PE Worden- Art Mocco-Music	Day 2 Mast- Music Worden- PE Mocco-Art	Specials	Specials
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-12:40	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess
12:45-2:00	MATH	MATH	MATH	MATH	MATH
2:00-2:15	Recess	Recess	Recess	Recess	Recess
2:15-3:05	Science Social Studies	Science Social Studies	Science Social Studies	Science Social Studies <i>Mast Guidance B</i>	Science Social Studies
3:05-3:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

# DAILY SCHEDULE Grade 4

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 AM	Keyboarding	Keyboarding	Keyboarding	Keyboarding	Keyboarding
8:00-9:10	Math	Math	Math	Math	Math
9:10-9:40	Reading R/E Title	Reading R/E Title	Reading R/E Title	Reading R/E Title	Reading R/E Title
9:40-10:20	Day 1 Drews – PhyEd Hohenstern – Music Symons – Art	Day 2 Drews – Music Hohenstern– Art Symons – PhyEd	Day 3 Drews – Art Hohenstern – Phy Ed Symons – Music	Specials	Specials
10:25-11:40	ELA	ELA	ELA	ELA	ELA
11:40-12:10	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-12:40	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess
12:45-1:10	Science Social Studies Math R/E	12:45-1:15 Guidance/2nd Step (Drews) Library (Hohenstern) Homeroom (Symons)	Science Social Studies Math R/E	Science Social Studies Math R/E	Science Social Studies Math R/E
1:10-1:35	Science Social Studies Math R/E	1:25-1:55 Guidance/2nd Step (Hohenstern) Library (Symons) Homeroom (Drews)	Science Social Studies Math R/E	Science Social Studies Math R/E	Science Social Studies Math R/E
1:35-2:00	Science Social Studies Math R/E	Cardio 2:00-2:25	Science Social Studies Math R/E	Science Social Studies Math R/E	Science Social Studies Math R/E
2:00-2:15	Recess		Recess	Recess	Recess
2:15-2:30	Science Social Studies Math R/E	2:30-3:00 Guidance/2nd Step (Symons) Library (Drews) 2:35-3:05 Homeroom (Hohenstern)	Science Social Studies Math R/E	Science Social Studies Math R/E	Science Social Studies Math R/E
2:30-3:05	Writing	Writing	Writing	Writing	Writing
3:05-3:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

# DAILY SCHEDULE Grade 5

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:00	Keyboarding	Keyboarding	Keyboarding	Keyboarding	Keyboarding
8:00-8:30	Reading R/E (Title)	Reading R/E (Title)	Reading R/E (Title)	Reading R/E (Title)	Reading R/E (Title)
8:35-9:35	ELA-Hopp Math-Fitch ELA Writing-Douma	ELA-Hopp Math-Fitch ELA Writing-Douma	ELA-Hopp Math-Fitch ELA Writing-Douma	ELA-Hopp Math-Fitch ELA Writing-Douma	ELA-Hopp Math-Fitch ELA Writing-Douma
9:40-10:40	ELA -Douma Math-Hopp ELA Writing-Fitch	ELA -Douma Math-Hopp ELA Writing-Fitch	ELA -Douma Math-Hopp ELA Writing-Fitch	ELA -Douma Math-Hopp ELA Writing-Fitch	ELA -Douma Math-Hopp ELA Writing-Fitch
10:45-11:45	ELA -Fitch Math-Douma ELA Writing-Hopp	ELA -Fitch Math-Douma ELA Writing-Hopp	ELA -Fitch Math-Douma ELA Writing-Hopp	ELA -Fitch Math-Douma ELA Writing-Hopp	ELA -Fitch Math-Douma ELA Writing-Hopp
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-12:40	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess
12:45-1:25	Specials (Day 1) Douma- Music Hopp- PE Fitch-Art	Specials (Day 2) Douma- Art Hopp- Music Fitch-PE	Specials (Day 3) Douma- PE Hopp- Art Fitch-Music	Specials	Specials
1:25-1:55	Guidance/2nd Step (Fitch Library (Douma) Homeroom (Hopp))	Science Social Studies Math R/E	Science Social Studies Math R/E	Science Social Studies Math R/E	1:25-1:45 Science Social Studies Math R/E
2:00-2:30	Guidance/2nd Step (Douma) Library (Hopp) Homeroom (Fitch)	Science Social Studies Math R/E	Science Social Studies Math R/E	Science Social Studies Math R/E	1:50-2:10 Science Social Studies Math R/E
2:30-3:00	Guidance/2nd Step (Hopp) Library (Fitch) Cardio (Douma)	Science Social Studies Math R/E	Science Social Studies Math R/E	Science Social Studies Math R/E	2:10-2:30 Science Social Studies Math R/E
2:30-3:00					Cardio Fitch/Hopp 2:35-3:00 Douma Homeroom
3:05-3:10	<i>Dismissal</i>	<i>Dismissal</i>	<i>Dismissal</i>	<i>Dismissal</i>	<i>Dismissal</i>



# DAILY SCHEDULE: Art

	Monday	Tuesday	Wednesday	Thursday	Friday	
7:45-9:00	High School	High School	High School	High School	High School	
9:00-9:40	Prep	Prep	Prep	Prep	Prep	
9:40-10:20	Day 1 Drews – PhyEd Hohenstern – Music Symons – Art	Day 2 Drews – Music Hohenstern – Art Symons – PhyEd	Day 3 Drews – Art Hohenstern – Phy Ed Symons – Music	Grade 4	Grade 4	
10:20-10:55	Day 1 Bengry- Art Denkert- PE Worden- Music	Day 2 Bengry- Music Denkert- Art Worden- PE	Day 3 Bengry- PE Denkert- Music Worden- Art	5K	5K	If 5K can't get to lunch in enough time specials will go to 30 minutes
11:00-11:40	Day 1 Mast- Art Worden- Music Mocco-PE	Day 2 Mast- PE Worden- Art Mocco-Music	Day 2 Mast- Music Worden- PE Mocco-Art	Grade 3	Grade 3	
11:40-12:10	Lunch	Lunch	Lunch	Lunch	Lunch	
12:10-12:45	Day 1 Krentz- PE Raab- Music Maas- Art	Day 2 Krentz- Art Raab- PE Maas- Music	Day 3 Krentz- Music Raab- Art Maas- PE	Grade 1	Grade 1	
12:45-1:25	(Day 1) Douma- Music Hopp- PE Fitch-Art	(Day 2) Douma- Art Hopp- Music Fitch-PE	(Day 3) Douma- PE Hopp- Art Fitch-Music	Grade 5	Grade 5	
1:25-2:00	Day 1 Hansen- PE Hynnek- Music Zacho- Art	Day 1 Hansen- Art Hynnek- PE Zacho- Music	Day 1 Hansen- Music Hynnek- Art Zacho- PE	Grade 2	Grade 2	
2:06-3:25	High School	High School	High School	High School	High School	

# DAILY SCHEDULE: PE

	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00-8:25	Cardio 3rd Grade (Move to Thur when no school on Monday				Cardio Grade 2	
8:25-9:00	Adaptive/Prep	Adaptive/Prep	Adaptive/Prep	Cardio 4K 8:20-8:45	Adaptive/Prep	
9:00-9:40	Prep	Prep	Prep	Prep	Prep	
9:40-10:20	Day 1 Drews – PhyEd Hohenstern – Music Symons – Art	Day 2 Drews – Music Hohenstern– Art Symons – PhyEd	Day 3 Drews – Art Hohenstern – Phy Ed Symons – Music	Grade 4	Grade 4	
10:20-10:55	Day 1 Bengry- Art Denkert- PE Worden- Music	Day 2 Bengry- Music Denkert- Art Worden- PE	Day 3 Bengry- PE Denkert- Music Worden- Art	5K	5K	
11:00-11:40	Day 1 Mast- Art Worden- Music Mocco-PE	Day 2 Mast- PE Worden- Art Mocco-Music	Day 2 Mast- Music Worden- PE Mocco-Art	Grade 3	Grade 3	
11:40-12:10	Lunch	Lunch	Lunch	Lunch	Lunch	
12:10-12:45	Day 1 Krentz- PE Raab- Music Maas- Art	Day 2 Krentz- Art Raab- PE Maas- Music	Day 3 Krentz- Music Raab- Art Maas- PE	Grade 1	Grade 1	
12:45-1:25	(Day 1) Douma- Music Hopp- PE Fitch-Art	(Day 2) Douma- Art Hopp- Music Fitch-PE	(Day 3) Douma- PE Hopp- Art Fitch-Music	Grade 5	Grade 5	
1:25-2:00	Day 1 Hansen- PE Hynnek- Music Zacho- Art	Day 1 Hansen- Art Hynnek- PE Zacho- Music	Day 1 Hansen- Music Hynnek- Art Zacho- PE	Grade 2	Grade 2	
2:00-2:30	Adaptive/Prep	<i>Cardio 4th 2:00-2:25</i>	Adaptive/Prep	Adaptive/Prep	Adaptive/Prep	
2:35-3:00	Cardio Douma	Cardio Grade 1 2:40-3:00	Cardio 5k 2:30-2:55	Cardio 4K 2:25-2:50	Cardio Hopp/Fitch	

# DAILY SCHEDULE: Music

	Monday	Tuesday	Wednesday	Thursday	Friday	
7:45-8:00						
8:00-8:25	Cardio 3rd Grade (Move to Thur when no school on Monday)				Cardio Grade 2	
8:30-9:00	Prep	Prep	4K Cardio	Prep	Prep	
9:00-9:40	Prep	Prep	Prep	Prep	Prep	
9:40-10:20	Day 1 Drews – PhyEd Hohenstern – Music Symons – Art	Day 2 Drews – Music Hohenstern– Art Symons – PhyEd	Day 3 Drews – Art Hohenstern – Phy Ed Symons – Music	Grade 4	Grade 4	
10:20-10:55	Day 1 Bengry- Art Denkert- PE Worden- Music	Day 2 Bengry- Music Denkert- Art Worden- PE	Day 3 Bengry- PE Denkert- Music Worden- Art	5K	5K	If 5K can't get to lunch in enough time specials will go to 30 minutes
11:00-11:40	Day 1 Mast- Art Worden- Music Mocco-PE	Day 2 Mast- PE Worden- Art Mocco-Music	Day 2 Mast- Music Worden- PE Mocco-Art	Grade 3	Grade 3	
11:40-12:10	Lunch	Lunch	Lunch	Lunch	Lunch	
12:10-12:45 1st Grade	Day 1 Krentz- PE Raab- Music Maas- Art	Day 2 Krentz- Art Raab- PE Maas- Music	Day 3 Krentz- Music Raab- Art Maas- PE	Grade 1	Grade 1	
12:45-1:25 5th Grade	(Day 1) Douma- Music Hopp- PE Fitch-Art	(Day 2) Douma- Art Hopp- Music Fitch-PE	(Day 3) Douma- PE Hopp- Art Fitch-Music	Grade 5	Grade 5	
1:25-2:00 2nd Grade	Day 1 Hansen- PE Hynnek- Music Zacho- Art	Day 1 Hansen- Art Hynnek- PE Zacho- Music	Day 1 Hansen- Music Hynnek- Art Zacho- PE	Grade 2	Grade 2	
2:00-2:20	Prep	4th grade cardio	Prep	Prep	Prep	
2:30-3:05	Cardio Douma	Cardio Grade 1 2:40-3:05	Cardio: 5K 2:30-2:55	Cardio 4K 2:30-2:50	Cardio Hopp/Fitch	

# DAILY SCHEDULE

## Library

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 AM			MS/HS All Day		MS/HS All Day
8:15-8:45			8:30-9:00 Werch Santee Leads		
8:45-9:15					
9:15-9:45	9:00-9:30 Mast	9:00-9:30 B. Worden		9:00-9:30 Mocco	
9:45-10:30				Hynnek 9:55-10:25	
10:30-11:00	Raab 10:25-10:55	Krentz 10:25-10:55		Maas 10:25-10:55	
11:00-12:10	Lunch/Prep				
12:10-12:40	Denkert 12:30-1:00			Zacho 12:20-12:50	
12:40-1:10		Hohenstern 12:50-1:20		Hansen 12:50-1:20	
1:25-1:55	Douma	1:25-1:55 Symons			
1:55-2:25	Hopp	2:00-2:30 Bengry		J. Worden 2:10-2:40	
2:25-2:55	Fitch	2:30-3:00 Drews			

# DAILY SCHEDULE

## Guidance A

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 AM					
8:15-8:45	Walter	Werch			
8:45-9:15					
9:15-9:45					Bengry
9:45-10:30					
10:30-11:00					
11:00-11:30					
11:30-12:00					
12:00-12:40			Hynnek 12:00-12:30		
12:40-1:10	Walter	12:45-1:15 Maas	12:45-1:15 Krentz	Raab12:45-1:15	12:30-1:00 J. Worden
1:20-1:50					
1:50-2:20					
2:20-2:50			Hansen	Zacho	Denkert 2:05-2:35

# DAILY SCHEDULE

## Guidance B

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 AM					
8:15-8:45					
8:45-9:15					
9:15-9:45					
9:45-10:30					
10:25-10:55			Worden Week B	Mocco Week B	
11:00-11:30					
11:30-12:00					
12:00-12:40					
12:40-1:10		12:45-1:15 Drews			
1:25-1:55	Fitch Week B	1:25-1:55 Hohenstern			
1:55-2:25	Douma Week B				
2:30-3:00	Hopp Week B	Symons		Mast Week B	

# Markesan Middle School Course Offerings

## **6th GRADE**

- ELA Block (2 45 minute periods)
- Social Studies
- Math
- Science
- PE
- Math Review and Enrichment
- Band
- Choir
- Exploratory Courses (1 course per quarter)
  - Art, FACE, Choices, Careers

## **7th GRADE**

- ELA Block (2 45 minute periods)
- Social Studies
- Math 2
- Science
- PE
- Math Review and Enrichment
- Band
- Choir
- Exploratory Courses (1 course per quarter)
  - Art, Ag, Spanish, FACE

## **8th GRADE**

- ELA Block (2 45 minute periods)
- Social Studies
- Math 3\*
- Science
- PE
- Math Review and Enrichment
- Health - Semester course
- Band
- Choir
- Exploratory Courses (Can choose 2 of the 3 courses)
  - Business, Art, Tech ed

\*Students who qualify for our advanced math program can choose to take High School Algebra as an 8th grader

# 2024-2025

## Registration & Course Guide

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Markesan District Schools has established policies so that no person is excluded from participation in, deprived from benefits of, or subjected to discrimination under any school district directed program (employment or instructional) on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital, emotional or learning disability.



[Agriculture](#)  
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[ELECTIVE COURSES](#)

Dear Student and Parents/Guardians,

As you prepare to register for classes for the 2024-2025 school year, you should use this planning guide to review past courses and future interests. Consider how courses that you will take next year fit into your overall goals. If you need further assistance, please contact your advisor or me.

Sincerely,  
 Brian Cahoon, Counselor  
 (920) 398-4107

<b>Subject</b>	<b><u>MHS Requirements</u></b>
	<ul style="list-style-type: none"> <li>▪ 26 Credits</li> <li>▪ Successful completion of the following courses:</li> </ul>
<b>English</b>	4 credits
<b>Social Studies</b>	3 credits including: <ul style="list-style-type: none"> <li>▪ U.S. History</li> <li>▪ Global Studies</li> <li>▪ Civics Requirements</li> </ul>
<b>Science</b>	3 credits* including: <ul style="list-style-type: none"> <li>▪ Biology (1)</li> </ul>
<b>Math</b>	3 credits
<b>Physical Education</b>	1.5 credits
<b>Health</b>	.5 credit (8th grade)
<b>Computer Course</b>	.5 credit
<b>Finance Course</b>	.5 credit including one of the following: <ul style="list-style-type: none"> <li>▪ Consumer Math</li> <li>▪ Personal Finance</li> <li>▪ Economics</li> </ul>
<b>Electives</b>	10 credits
<b>Total Credits</b>	26 Credits

<b>Subject</b>	<b><u>Entrance Requirements for Most UW Schools*</u></b>
	<ul style="list-style-type: none"> <li>▪ Successful completion of the following courses:</li> </ul>
<b>English</b>	4 credits
<b>Social Studies</b>	3 credits
<b>Science</b>	3 credits
<b>Math</b>	3 credits including: <ul style="list-style-type: none"> <li>▪ Algebra</li> <li>▪ Geometry</li> <li>▪ Advanced Algebra</li> </ul>
<b>World Languages</b>	Recommended: 2 years of the same foreign language

\*Admission requirements should be verified with the specific school of choice.

## MHS FOUR YEAR PLANNING GUIDE

<b>Grade 9</b>			
<b>Semester 1</b>		<b>Semester 2</b>	
Com 1A	.5	Com 1B	.5
US History A	.5	US History B	.5
Math:	.5	Math:	.5
Science	.5	Science	.5
PE/Elective:		PE/Elective:	
Elective:		Elective:	
Elective:		Elective:	
<b>Grade 10</b>			
<b>Semester 1</b>		<b>Semester 2</b>	
Com 2A	.5	Com 2B	.5
Global Studies A	.5	Global Studies B	.5
Math:	.5	Math:	.5
Science	.5	Science	.5
PE/Elective:		PE/Elective:	
Elective:		Elective:	
Elective:		Elective:	
<b>Grade 11</b>			
<b>Semester 1</b>		<b>Semester 2</b>	
English:	.5	English:	.5
Social Studies:	.5	Social Studies:	.5
Math:	.5	Math:	.5
Science:	.5	Science:	.5
PE/Elective:		PE/Elective:	
Elective:		Elective:	
Elective:		Elective:	
Elective:		Elective:	
<b>Grade 12</b>			
<b>Semester 1</b>		<b>Semester 2</b>	
English:	.5	English:	.5
Elective:		Elective:	
Elective:		Elective:	
Elective:		Elective:	
Elective:		Elective:	
Elective:		Elective:	
Elective:		Elective:	
Required Computer Course: _____ <div style="display: flex; justify-content: space-around; width: 100%;"> <span>Title</span> <span>Anticipated Semester</span> </div>			
Required Finance Course: _____ <div style="display: flex; justify-content: space-around; width: 100%;"> <span>Title</span> <span>Anticipated Semester</span> </div>			

## **Information You Need to Know When Planning Your Education.....**

### **Credit Requirements**

To graduate from Markesan High School, a student must have earned 26 units of credit. Each student in grades 9-12 will register and complete a program of at least 7 credits required per year.

### **Youth Options**


The Youth Options Program allows juniors and seniors in good academic standing to attend post-secondary schools to take courses beyond those offered at the high school. To register for courses students must:

- Have a 3.0 GPA or higher
- Have good attendance and behavior
- Take courses that are not offered at MHS
- Maintain a C in all courses for both schools

All textbooks paid for by MHS will be returned to the high school for future use upon course completion/drop. Students who receive a failing grade (at the college level) or who fail to complete a course for which the school board has made payment must reimburse the school. The student would be ineligible to continue to participate in Youth Options until reimbursement has occurred.

While progress in these courses will be reported during the semester, a grade will not be issued until the course is completed.

### **Transcripted Credit Courses**

These courses are accepted at both high school and technical college level. They are marked with the Moraine Park Technical College (MPTC) logo. 

### **In School - Online Courses**

These courses are assigned in the student's schedule and are completed online through an account set up with MPTC, UW-Extension, or Edgenuity. While progress in these courses will be reported during the semester, a grade will not be issued until the course is completed.

### **Advanced Placement Courses**

The Advanced Placement (AP) program allows students to enroll in college-level courses that provide students with preparation for the AP exam. Students may receive credit, advanced placement, or both at most colleges and universities. The amount of credit may vary and is dependent on the college, AP exam score, and the subject. Students may also move into a higher level class in college as freshmen. This could translate into time saved, and may result in financial savings for credit earned while in high school.

AP exams are taken in May. Students receive their grade report in July. Students do have to pay for the exam (approximately \$87 per exam).

# Agriculture

Introduction to Agri-Science  
Small Animal & Veterinary Science  
Natural Resources  
Ag Technology

Large Animal Science  
Horticulture & Plant Science  
Ag Leadership  
Landscaping

## **Introduction to Agri- Science A & B**

9 10 11 12

.5 per semester

*Prerequisites: None*

Students will explore all aspects of agriculture including biotechnology, animal science, crop science, horticulture, food science, business, FFA and natural resources and conservation, with hundreds of careers to explore.

### ***Essential Assessments:***

- All exams
- Final SAE Project

***Why this course is important:*** This class gives an overall look at the exciting world of agriculture. Agriculture alone provides almost 420,000 jobs or 12% of the workforce in Wisconsin (Wisconsin Farm Bureau). In Green Lake County, agriculture provides jobs for 14% of the workforce (UW-Extension). The careers in agriculture are diverse. This class covers each of the career clusters and the jobs that are involved. Students explore careers in natural resources, plant systems, food products and processing, power, structural and technical systems, environmental systems, animal systems and agribusiness systems.

## **Large Animal Science A&B**

9 10 11 12

.5 per semester

*Prerequisites: None*

Students will study units of environment, safety, behavior, waste management, reproduction, anatomy of animals, breed identification, and feed and nutrition as they relate to large animal science. This class also explores all types of livestock, including dairy cattle, beef cattle, swine, sheep, horses, goats and poultry. Guest speakers are an important part of this class, along with field trips and daily activities.

### ***Essential Assessments:***

- All exams and quizzes

***Why this course is important:*** As more and more of the population is moving away from production agriculture, fewer and fewer people actually understand its importance and how food gets from the farm to the grocery store. This class discusses all aspects of animal production and goes in depth with each livestock animal to give the student a comprehensive look at all animals that can be raised for the benefit of all people. This class would assist the student interested in veterinary, vet tech, or other biological careers.

## **Small Animal & Veterinary Science A&B**

9 10 11 12

.5 per semester

*Prerequisites: None*

Students have the chance to earn 4 transcribed credits from Madison Area Technical College through this class. Students will receive training in veterinary medical terminology, animal health and observation, hygiene in the laboratory, communication and record keeping and the laboratory science industry.

If you are looking for a hands-on class that discovers the exciting world of small animals and veterinary science, then this is the class you need. Other units covered in this class include: animal handling, safety, animal rights and welfare, nutrition and digestive systems, and the care and maintenance of small animals.

### ***Essential Assessments:***

- All tests and quizzes
- Veterinarian Portfolio
- In Class Debate

***Why this course is important:*** The small animal and veterinary science industry is expected to grow 19 percent over the 2006-16 decade, faster than the average for all occupations. The companion pet population, which drives employment of animal caretakers is expected to increase. This class will prepare students for a career in this industry so they will be prepared for the upcoming demands of the area.

## **Horticulture & Plant Science A&B**

9 10 11 12

.5 per semester

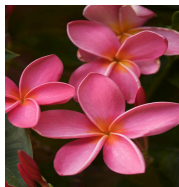
*Prerequisites: None*

Students will now be able to earn science credit for this class. For those students who are college bound, it will also count as a third science credit at many UW schools. This class involves units that include: exploration of the horticulture industry, plant anatomy and physiology, plant propagation, growing media, nutrients, and fertilizers, integrated pest management, hydroponics, greenhouse structures, greenhouse crop production, floral design, interior plantscaping, and fruit/vegetable crop production.

***Essential Assessments:***

- All tests and quizzes
- Projects

***Why this course is important:*** The production of landscape trees and plants as well as landscape and grounds maintenance is a rapidly growing segment of Green Lake County's agriculture industry. Greenhouses, tree farms, nurseries, and other horticulture businesses add to the diversity of agriculture in the county. Horticulture generates \$4.6 million in county economic activity, providing 117 full-time jobs and many seasonal jobs (UW-Extension). This class will prepare the student to enter this exciting career area and become knowledgeable about the "green" industry.



## **Natural Resources & Conservation A&B**

9 10 11 12

.5 per semester

*Prerequisites: None*

Natural resources are here in Wisconsin, waiting to be discovered. This class involves the units of soil & land resources, water and aquaculture resources, forestry resources, outdoor recreation, alternative energy resources, and wildlife. This class spends time doing outdoor activities, as well as units with taxidermy and duck decoys. Guest speakers, labs and field trips are a part of this class.

***Essential Assessments:***

- All tests and quizzes

***Why this course is important:*** This class will uncover many aspects of preserving the world around us and how a student can be a more responsible member of the environmental community. In Green Lake County, farmers own and manage the resources on 147,916 acres of land- 65% of all the land in the county. This includes pastures, cropland, and tree farms. Farmers implement various conservation practices to protect environmental resources and provide habitat for wildlife (UW-Extension). Responsible citizenship means learning and implementing these practices to keep the environment going strong for all to enjoy.

## **Ag Leadership & Business A&B**

9 10 11 12

.5 per semester

*Prerequisites: None*

This class offers plenty of experiences to learn the leadership skills and business savvy that is needed to be successful in the real world. Units in this class include concepts of agribusiness, understanding business management and structures, applying basic economic principles in agribusiness, starting and operating an agribusiness, agribusiness in the world market and employability in the agriculture industry. This fast-paced, student driven class will address leadership styles, goal-setting, group dynamics, motivation, professional etiquette, job skills, and more.

Note: This class is targeted to be offered to meet the finance requirement for graduation pending School Board approval.

***Essential Assessments:***

- All tests and quizzes

***Why this course is important:*** Agriculture is big business in Green Lake County, Wisconsin, and in the United States. Agriculture provides jobs for 1,591 Green Lake County residents and accounts for \$152.9 million dollars in economic activity (UW-Extension). In Wisconsin, the economic impact of the dairy industry alone is \$20.6 billion dollars (Wisconsin Milk Marketing Board). Agriculture needs leaders to move the agriculture industry forward and this class will prepare the student for a future in agriculture.



## **Ag Technology**      10 11 12      .5 per semester

*Prerequisites: Explo Woods/Metals*

Ag Mechanics will challenge students to explore basic safety, soil and environmental technology systems, construction systems, electrical systems, metal fabrication, agricultural power systems, and agricultural equipment systems. Students will also explore new technology being utilized like GPS and GIS.

***Essential Assessments:***

- All tests and quizzes
- Projects
- Safety Exams

**Why this course is important:** This course is important for those students who work directly in production agriculture. These topics will be covered in detail along with projects to be completed along the way, which will give you knowledge to assist you in a future in agriculture.

## **Landscaping**      9 10 11 12      .5 per semester

*Prerequisites: None*

This course will focus on the basic principles of landscaping your home. Get your hands dirty creating some local landscape design projects. Major areas of study will include: establishing your landscaping needs, starting your plan, analyzing the site, choosing construction materials, choosing landscape structures, selecting plants, trees, shrubs, and flowers to fit your design, designing the public and living area, buying, planting and taking care of your plants. We will explore golf course and turf grass management as well.

***Essential Assessments:***

- All tests and quizzes
- Projects

***Why this course is important:*** The production of landscape trees and plants as well as landscape and grounds maintenance is a rapidly growing segment of Green Lake County's agriculture industry. Greenhouses, tree farms, nurseries, and other horticulture businesses add to the diversity of agriculture in the county. Horticulture generates \$4.6 million in county economic activity, providing 117 full-time jobs and many seasonal jobs (UW-Extension). This class will prepare the student to enter this exciting career area and become knowledgeable about the "green" industry.

# Art

2-D Art and Design I → 2-D Art Design II  
3-D Art and Design I → 3-D Art Design II  
Ceramics I → Ceramics II → Ceramics III  
Photoshop → Graphic Design → Adobe Illustrator  
Advanced Studio

## **Art Survey I**                      9 10 11 12                      .5 per semester

*Prerequisites: None*

Students will study the elements of art: line, shape, color, value, form, space, and texture. This course is designed for students as an elective to learn the basic concepts of art without having a natural art ability.

### ***Essential Assessments:***

- Projects, including written work
- Sketches
- Final Exam

***Why this course is important:*** Art Survey I provide students with a basic foundation in art. It teaches an appreciation for art through hands-on projects that focus on the elements of art through experiences with a wide variety of processes and media.

## **2D Art and Design I**                      9 10 11 12                      .5 per semester

*Prerequisites: None*

Students will learn basic color theory and how to utilize color in art. They will explore how to create works in drawing and painting using watercolor, pastel, acrylic, and other 2D media.

### ***Essential Assessments:***

- Sketches
- Projects, including written work
- Final Exam

***Why this course is important:*** Students will be exposed to a variety of drawing and painting techniques and styles using different media. These skills are applicable to other art courses as well as careers in the art and design field.

## **2D Art and Design II**                      10 11 12                      .5 per semester

*Prerequisites: 2D Art and Design I*

Students will continue to learn and explore works in drawing and painting using watercolor, pastel, acrylic, and other 2D media.

### ***Essential Assessments:***

- Sketches
- Projects, including written work
- Final Exam

***Why this course is important:*** Students will learn to produce more intensive 2D art using drawing and painting techniques building from basic skills learned in 2D-I.

## **3D Art and Design I**                      9 10 11 12                      .5 per semester

*Prerequisites: None*

Students will explore 3-dimensional art and design through a variety of sculptural techniques and media. Students will learn assemblage, paper construction, and creating new sculptural forms in different media.

### ***Essential Assessments:***

- Projects, including written work
- Final Exam

***Why this course is important:*** Students will learn the processes of creating sculptural forms in different media. They will also study famous 3-D artists and their work, including architectural achievements throughout the world.



## **3D Art and Design II**    10 11 12        .5 credits per semester

*Prerequisites:* 3D Art and Design I

Students will continue to learn and explore works in drawing and painting using watercolor, pastel, acrylic, and other 3D media.

### ***Essential Assessments:***

- Sketches
- Projects, including written work
- Final Exam

***Why this course is important:*** Students will learn to produce more intensive 3D art using drawing and painting techniques building from basic skills learned in 3D-I.

## **Ceramics I**    9 10 11 12                    .5 per semester

*Prerequisites:* None

Students will explore the properties of clay as well as basic handbuilding and wheel throwing techniques. They will also learn about the different types of clay, glazing, and firing processes.

### ***Essential Assessments:***

- Projects
- Final Exam

***Why this course is important:*** Students will learn to create functional and nonfunctional pottery art forms.

## **Ceramics II**        9 10 11 12        .5 per semester

*Prerequisites:* Ceramics I

Students will complete advanced handbuilding and wheel throwing projects utilizing different clays and finishing methods.

### ***Essential Assessments:***

- Projects
- Final Exam

***Why this course is important:*** This course will challenge students to think more critically and creatively about their work.

## **Ceramics III**                    10 11 12        .5 per semester

*Prerequisites:* Ceramics II

Students will be introduced to more advanced techniques in hand building, and wheel throwing, with attention to details.

### ***Essential Assessments:***

- Projects
- Final Exam

***Why this course is important:*** Students will learn to produce more intensive ceramic designs in both functional and nonfunctional clay projects.

## **Photoshop**                    9 10 11 12        .5 per semester

*Prerequisites:* None

Students must have an interest in computer based art. Students will explore digital image manipulation using Adobe Photoshop CSIV. They will learn how to utilize software and properly manage digital files using real world applications.

### ***Essential Assessments:***

- Chapter assignments
- Projects
- Final Exam
- Criteria set forth by MPTC

***Why this course is important:*** This course is highly recommended for students who are considering careers in graphic design, journalism, photography, art, web design, information design and advertising.

## **Graphic Design**    9 10 11 12        .5 per semester

*Prerequisites: Photoshop*

Students will explore graphic design principles through hands-on activities and solving real world problems. They will create logos, CD covers, movie posters and more.

***Essential Assessments:***

- Chapter assignments
- Projects
- Final Exam
- Criteria set forth by MPTC

***Why this course is important:*** Students with an interest in graphic design or a career in web development should take this course.

**Graphics III, Adobe Illustrator**  10 11 12 .5 per semester

*Prerequisites: Graphic Design*

Students will explore Adobe Illustrator software through tutorials and hands on activities, packaging designs, promotional items, and other projects.

***Essential Assessments:***

- Chapter Assignments
- Final Exam
- Criteria set forth by MPTC

***Why this course is important:*** Students considering a career in graphic design or web development should take this course.

**Advanced Studio Concepts A&B** 12 .5 per semester

*Prerequisites: Teacher approval only (students must have completed 3 years of art courses)*

This course is designed for the serious art student who has a deep desire to learn and explore art and who can work independently. Students will use prior knowledge to create art projects in a variety of media.

***Essential Assessments:***

- Sketches
- Projects, including written work
- Final Exam

***Why this course is important:*** Students will utilize various 21<sup>st</sup> century skills by working independently to create art projects of an intense nature.

# *Business Education*

Computers 1 → Computers 2 → Computers 3

Accounting

Personal Finance

Introduction to Business

Career Opportunities

## Computer 1 9 10 11 12 .5 per semester

Prerequisites: None

Introduces word processing applications, functions and features. Emphasizes creating, editing, saving and retrieving files; using wizards and templates; creating organized tables; and using grammar, formatting and spelling tools. Produces documents with charts generated from tables. Integrates information with other Microsoft applications. Windows-based Microsoft Word software is used. Also provides a basic overview of Windows and focuses on concepts and terminology. Students develop skills in using a mouse, working with icons, navigating Windows and networks, file/folder manipulation, and print controls.

### ***Essential Assessments:***

- Tests

***Why this course is important:*** Students who complete Computer 1 can receive Moraine Park credit for the courses Microsoft Word and Microsoft Windows. These two courses are the first three credits of the nine credits required to complete the Office Software Suite Certificate. Also, this course will help students on the pathway to becoming more computer literate.

## Computer 2 9 10 11 12 .5 per semester

Prerequisites: *Computer 1*

Introduces Microsoft Excel spreadsheet applications, functions, and features. Emphasizes creating, editing, saving and retrieving files, applying formulas, managing large workbooks, and creating charts. Also, introduces Microsoft PowerPoint, Windows-based software that facilitates the design and creation of presentations in the form of text, clip art, animation, organizational charts, and tables. Students produce interactive presentations with sound and other enhancements.

### ***Essential Assessments:***

- Tests

***Why this course is important:*** Students who complete Computer 2 can receive Moraine Park credit for the courses Microsoft Excel and Microsoft PowerPoint. These two courses offer four credits of the nine credits required to complete the Office Software Suite Certificate. Also, this course will help students on the pathway to becoming more computer literate.

## Computer 3 10 11 12 .5 per semester

Prerequisites: *Computer 1 and 2*

Develops skills to manage relational databases by completing various activities using Microsoft Access in a hands-on format. Access is a database program which keeps track of large amounts of data and organizes it in a useful manner.

### ***Essential Assessments:***

- Tests

***Why this course is important:*** Students who complete Computer 3 can receive Moraine Park credit for the course Microsoft Access. Microsoft Access offers the final two credits of the nine credits required to complete the Office Software Suite Certificate. Also, this course will help students on the pathway to becoming more computer literate.

## **Career Opportunities**      10 11 12      .5 per semester

*Prerequisites: None*

Develops skills to assist the student in growing professionally and personally. Skills include self-examination and assessment, development of effective interpersonal skills, problem-solving, critical-thinking, communication, and job application skills. Provides an opportunity to plan your educational path and job search.

### ***Essential Assessments:***

- Entry-level Resume
- Job Shadow Experience
- Letter of Application
- Application Forms
- Reference Page
- Tests

***Why this course is important:*** This class is a prerequisite to Senior Work Project. As indicated above, it provides an opportunity for a student to plan for his/her future .

## **Personal Finance**      11 12      .5 per semester

*Prerequisites: None*

Allows students to develop skills in money management including checking accounts, investments, taxes, and budgets. Includes discussions on credit and insurance.

### ***Essential Assessments:***

- Major projects
- Tests

***Why this course is important:*** With the economy the way it is, this is very valuable information for students who will be managing their own finances soon. You will better understand your own wants, needs, and values, and how these affect personal financial decisions. Understanding the concepts presented in this class will enable you to make wise decisions that will help your financial future and make you a more effective consumer.

## **Accounting**      11 12      .5 per semester

*Prerequisites: None*

Emphasizes accounting requirements for a proprietorship or partnership. Each type of business is presented in a complete accounting cycle covering analyzing transactions, journalizing, posting, petty cash, financial statements, and adjusting and closing entries. Students complete a computer simulation at the end of the year.

### ***Essential Assessments:***

- Tests
- Computer Simulation

***Why this course is important:*** Accounting is an important class because it is the language of business. As well as learning about accounting principles and practices, students can develop many transferable skills such as paying attention to details, improving problem solving abilities, evaluating your own work, listening well, and interpreting data.

## **Introduction to Business**      11 12      .5 per semester

*Prerequisites: None*

Introduces students to the world of business. Examines the areas of business such as human resources, operations management, financial management, and marketing. Gives students an overview of the types of business ventures available and the advantages and disadvantages of each. Establishes a foundation for students who are interested in managing or owning their own business. Topics include advertising, banking, finance, marketing, management techniques, technology in the workplace, and business ethics.

### ***Essential Assessments:***

- Major projects
- Tests

***Why this course is important:*** Business is one of the most popular majors for college students. Having an understanding of how businesses work can also help students as consumers.

# English / Language Arts

COMM 1 → COMM 2 → COMM 3 → COMM 4

Written COMM

AP Literature and Composition

## **Communications 1 A&B**

9

.5 per semester

*Prerequisites: None*

This course focuses on grammar, vocabulary, composition skills, and literary genres including the novel, short story, poetry, nonfiction, drama, and speeches. Communications 1 is designed to develop and improve reading, writing, and oral expression skills. Study of the basics of the writing process, literature analysis, and composition structure will be explored. The basics of grammar, usage, spelling and vocabulary are instructed as well as the development of critical thinking skills through research. Writing groups and public speaking activities will also be practiced.

***Essential Assessments:***

- Quizzes/Tests
- Projects/Papers
- Final Exam

***Why this course is important:*** Reading and writing are critical skills that are applicable in all fields of study and continue to be at the core of 21<sup>st</sup> Century learning.

## **Communications 2 A&B**

10

.5 per semester

*Prerequisites: Communications 1*

This class is designed to examine both the reading and writing process as well as oral communication. As a reader, students will become familiar with the different characteristics of many literary forms. While analyzing these literary forms, students will also engage in activities to improve reading and understanding of both fiction and informational texts. During the writing process, students will incorporate the 6+1 traits of good writing into all writing assignments. As a writer, several pieces of written work, reflecting both personal and academic areas will be completed. Peer editing by classmates will also be done periodically throughout the semester, so ideas, suggestions, and comments may be shared between peers. While a variety of writing assignments will be completed over the course of the semester, one main writing unit will be the argumentative research essay. An emphasis will also be placed on the development and delivery of the spoken word.

***Essential Assignments:***

- All Unit Tests
- All Essays and Research Papers
- All Projects
- Final Semester Exam

***Why this course is important:*** Comm. 2A is an essential step in the writing process. By analyzing the written word, students gain valuable insight into the writing process. Through application assignments, students will learn organizational approaches to writing, understand the components of informational texts, and determine the credibility of various online sources. Effective collaboration between peers, critical thinking, and the ability to make informed decisions from multiple resources are fundamental aspects of this course. Once learned, the application of these writing and research strategies will take place both in and out of the classroom.



### **Communications 3 A&B**

11 .5 per semester

*Prerequisites: Communications 2*

This course includes developing students' understanding of the history and cultural progress of our country through literature conveying the perceptions and experiences of American authors. Students will analyze and contextualize the evolution of literature reflective of American literary periods from the Puritan era through modern times by exploring the customs and norms of each period as revealed through unique perspectives from a variety of authors. Students will also continue to improve their writing skills by understanding that form is related to function, that meaningful writing requires authors to choose the most effective voice and genre according to their purpose and audience. Students will also express maturity in their writing through a variety of sentence structures and syntactical methods as well as through sophisticated vocabulary and diction.

***Essential Assessments:***

- Quizzes/Tests
- Papers
- Projects
- Final Exam

***Why this course is important:*** Students will gain an appreciation for our American heritage while interpreting and analyzing literature from various time periods throughout our country's history.

### **Communications 4 A&B**

12 .5 per semester

*Prerequisites: Communications 3*

Over the course of this semester, this class will focus on a variety of literature that comes from England. This literature will consist of short stories, novels, plays, and poetry. While many discussions and presentations will take place, there will also be writing activities such as essays, research projects, and formal interpretations of literature. Throughout this semester, the focus will be on the people and culture, which influenced these writings, as well as take a look at the authors themselves. Famous works of literature in Old English to Modern English will engage learners in this senior-level class.

***Essential Assignments:***

- All Unit Tests
- All Essays and Research Papers
- All Projects
- Final Semester Exam

***Why this course is important:*** Through meaningful and relevant class assignments, students will learn the benefits of clear, organized writing, the skills needed to analyze and appreciate literature from a variety of genres, and the ability to professionally present academic research. While exploring past cultures and relationships, students will continually strive to make improvements in the writing process, peer collaboration, academic research, and the ability to draw conclusions from multiple sources.

## **Written Communications**

11 12

.5 credit

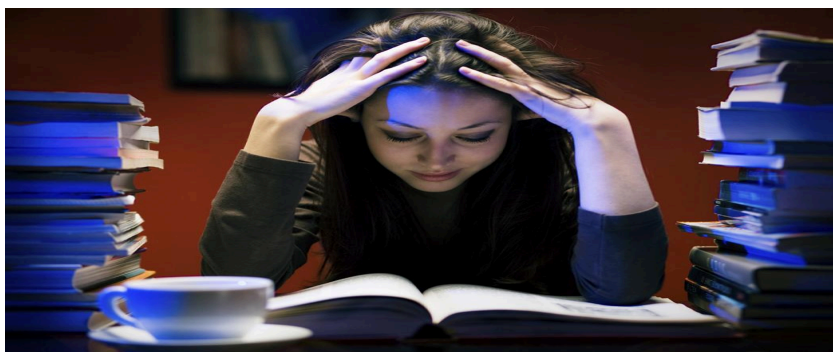
*Prerequisites: Communications 1, 2*

Written Communications is a rigorous course designed to meet the needs of the student preparing for college or university courses. Over the course of the semester, several pieces of creative and academic writing will be assigned. Upper level writing assignments include essays, literary analyses, a monolog and character sketch, and a thesis paper. Since reading and writing are connected, the student learner is also required to read one college level novel and three upper-level short stories. All writing assignments focus on the writing process; students are to know and apply the process both in and out of the classroom. Formal presentations that employ professional speaking skills are also a fundamental component of this college preparatory class. Students who participate in this class are expected to meet deadlines and due dates with high quality, original work.

### ***Essential Assignments:***

- All Essays
- Short Story
- Thesis Paper
- Projects
- Final Semester Exam

***Why this course is important:*** Students in this course must demonstrate their ability to use the writing process effectively. College Writing incorporates and utilizes all the writing skills learned throughout high school. Throughout the semester, students will better understand the process of making writing clear, strong, and interesting. Collaboration between peers, critical thinking, analyzing multiple sources, and the ability to converse about writing are integral components of this course. Once finished with this course, students will understand the expectations of writing at the college level.



## **AP English Literature and Composition**

11 12

.5 per semester

*Prerequisites: Communications 2 or 3*

This advanced literature course will engage students in careful reading and analysis of a challenging set of literary works from a range of genres including the novel, short story, poetry, and drama. The focus of the course will be on intensive reading and discussion of the literature, as well introduce secondary critical essays for discussion and evaluation. Emphasis will be placed on thoughtful and relevant analysis of the readings using a variety of theoretical frameworks and devices.

### ***Essential Assessments:***

- Quizzes/Tests
- Projects, including written
- Final Exam and/or AP Exam

***Why this course is important:*** This class will expose students to the rigor of a college level course. Students will be prepared for the national advanced placement exam, taken in May. The AP exam is optional; but particular scores on the exam may result in college credit.

# *Family and Consumer Education*

Foods 1 → Foods 2 → Food 3  
Independent Living Skills  
Textile and Design  
Parenting  
Family Living

## **Foods 1**     9 10 11 12     .5 credit

*Prerequisites: None*

This course introduces students to the basic techniques used to prepare food. This is a course for beginners to learn basic food preparation skills. Topics include food safety, proper knife skills, recipe reading, proper equipment use, microwave cooking, frequent cooking labs involving group activities in the organization, preparation, tasting, and evaluation of food. Safety, the basics of measuring, and the principles of food preparation are incorporated into each unit. Units include cookies, cakes, pies, quick breads, yeast breads, egg recipes, salads, vegetables, table manners, etiquette, and more.

### ***Essential Assessments:***

- Unit Exams
- Final Semester Exam
- Participation in Foods Labs (includes the following)
  - planning menus
  - market orders
  - shopping
  - preparing the food

***Why this course is important:*** Every day, numerous food choices are made by an individual. Understanding and making healthful food choices improves the quality of life and increases the chance for a life free from disease and malnutrition. Eating correctly greatly improves the quality of life; it is essential for one's well-being and overall mental health.

## **Foods 2**     9 10 11 12     .5 credit

*Prerequisites: Foods 1 or teacher recommendation*

This class is an opportunity for students to apply previous cooking experience to new types of recipes and creative food preparation. Units include safety and sanitation, principles of cooking, poultry, pasta and rice, candy making, microwaves, and regional cooking of the United States. Students have the opportunity to work in a small group setting. Frequent cooking labs involve group activities in the organization, preparation, tasting, and evaluation of food.

### ***Essential Assessments:***

- All Unit Exams
- Final Semester Exam
- Participation in Foods Labs (includes the following)
  - planning menus
  - market orders
  - shopping
  - preparation of foods

***Why this course is important:*** In any individual life, overall wellness is a major factor. Proper eating behaviors play a large role in contributing to wellness. Studying the cuisine of other countries helps one understand the origin of the foods that we eat every day; and assists in developing an appreciation for other cultures.



### **Foods 3**      11 12                      .5 credit

*Prerequisites:* Foods 1, 2, must be enrolled in Advanced Foods

This class allows students to gain additional experience through frequent cooking labs. Coursework will focus on and explore the foods, customs, preparation techniques, history, and cultures of different countries and regions worldwide. Units will include China, Italy, France, Mexico, India, Germany, and Brazil. Frequent cooking labs involve group activities in the organization, preparation, tasting, and evaluation of food.

- All Unit Exams
- Final Semester Exam
- Participation in Foods Labs (includes the following)
  - planning menus
  - shopping
  - preparation of food
  - serving customers

***Why this course is important:*** This course is especially important for any student wanting to enter the food service industry. The course would also be valuable for any student who wants to gain more knowledge concerning food preparation, and who enjoy cooking for large groups of people. Students will gain many useful culinary skills by taking this course.

### **Independent Living Skills-A**    11 12                      .5 credit

*Prerequisites:* None (Highly recommended taking both semesters)

This course is for the high school student to prepare for the future by developing skills necessary for success for living on one's own and with others. They will explore personality development and the responsibilities of being a mature person and practice communication and decision-making skills. A second component of this course is exploring what students will need to be successful in preparing for life after high school. Topics covered include practical skills needed as employees, time management, principles regarding food planning and purchasing, managing money, credit, insurance, creating a budget, buying a car, and types of housing and living spaces.

Students will be required to job shadow a prospective career that they may be looking into after high school.

***Essential Assessments:***

- All Unit Exams
- Final Semester Exam

***Why this course is important:*** Every individual needs to learn the basics of being an independent adult. Being independent leads to a more rewarding and successful life. Every individual needs to learn the principles involved in the management of their resources.

### **Textile and Design-B**      11 12                      .5 credit

*Prerequisites:* None

Do you have a flair for fashion? Are you constantly looking for new ways to decorate or design your room? If so, Fashion and Interior Design is the course for you. Explore the world of design and begin to understand the background and knowledge needed to develop a career in this exciting field. Try your hand at designing through a project-based process, learning how color, composition, and texture can all affect great aesthetics. This course will also teach students how to understand construction principles, read patterns, and properly use sewing machines and equipment to create their own accessories and projects. Perhaps it's time to get your stylish foot in the door.

Fees for this class may include the students selection of sewing supplies (Thread, patterns, fabric, elastic).

**Units at a Glance**

- 1: Introduction to Fashion and Interior Design
- 2: Building Basic Skills for the Design Industry
- 3: Tools of the Trade
- 4: Sewing and Technology
- 5: Clothing
- 6: Fashion Design Project
- 7: Interior and Environmental Design
- 8: Considering Interior Design
- 9: Interior Design Project
- 10: Presenting as a Professional

## **Parenting**            11 12            .5 credit

*Prerequisites: None*

The course is designed to emphasize the responsibilities, guidance methods, and nurturing required in being a parent or child caregiver. Development of the child is considered from conception through adolescence. A Playschool is planned and carried out by students in this class. Current information on parenting is also included in this course using well-known parenting authorities.

### ***Essential Assessments:***

- Unit Tests
- Participation in Playschool (includes the following)
  - lesson plans
  - supervising children
- Final Semester Exam

***Why this course is important:*** At some time in life, almost every person will be a caregiver/parent. It is a great responsibility and privilege to be an important part of a child's life. Learning as much as possible about the development of children will help to make this experience a rich and rewarding one. Being a better parent/caregiver helps to improve the quality of society.

## **Family Living**        12        .5 credit

*Prerequisites: None*

In this course, emphasis is placed on understanding one's development and how it affects relationships with others throughout the life cycle. The five areas of development are studied: physical, intellectual, social, emotional, and moral. Discussions and activities are held on choosing friends, dating partners, and potential spouses. Planning a wedding and how to have a rewarding, life-long marriage are part of this course. The formation of satisfying relationships built on trust, respect, cooperation and caring are constantly promoted throughout the course.

### ***Essential Assessments:***

- Personal Development Paper
- Unit Tests
- Marriage Project
- Final Semester Exam

***Why this course is important:*** Successful, satisfying relationships are of utmost importance to having a worthwhile, complete life. These relationships also contribute to one's personal happiness and well-being.

# Health Education

Health → Advanced Health

Medical Terms

Certified Nursing Assistant (CNA)

Basic Anatomy

## **Health** 8, 9 .5 credit

*Prerequisites: None*

Students will study topics covering physical, mental and emotional health, fitness and exercise, nutrition, substance abuse, prevention and control of disease, and accident prevention and safety. Simple first aid will be taught.

***Essential Assessments:***

- Projects
- Unit Tests
- Final Exam

***Why this course is important:*** Health education is essential in that it teaches about the human body; how to prevent diseases; and the relationship between behavior and health concerns. Students who understand the importance of making healthy choices establish a sound foundation for leading a healthy and productive life.

## **Advanced Health** 11 12 .5 credit

*Prerequisites: Health*

This course is designed for students who are pursuing a career in healthcare. The course will include the history and trends of healthcare, health care systems, careers in healthcare, cultural diversity in healthcare, personal and professional qualities of a healthcare worker, legal and ethical responsibilities, and basic medical terminology. Students will also learn hands-only CPR.

***Essential Assessments:***

- Job Shadow
- Projects
- Unit Tests
- Final Exam

***Why this course is important:*** This class is an introductory course to students who are pursuing or thinking about pursuing a career in healthcare.

## **Medical Terms** 11 12 .5 credit

*Prerequisites: None*

Students will develop a vocabulary base for the medical field. The class will focus on component parts of medical terms: prefixes, suffixes, and root words. Students will practice formation, analysis, and reconstruction of terms. Students will also be introduced to operative, diagnostic, therapeutic, and symptomatic terminology of all body systems, as well as systemic and surgical terminology.

***Essential Assessments:***

- Quizzes
- Tests
- Final Exam
- Other criteria set forth by MPTC

***Why this course is important:*** Students considering pursuing a career in the health field will be required to have a medical terminology class. Students are strongly advised to take this course.

**Basic Anatomy** 

**11 12**

**.75 credits**

Examines concepts of anatomy and physiology as they relate to health careers. Students correlate anatomical and physiological terminology to all the body systems. This course is intended for programs that involve indirect patient care, i.e., Health Information Technology, Clinical Coding, Medical Transcription, etc

# Mathematics

Math Review  
Pre-Algebra  
Algebra Concepts → Geometry → Advanced Algebra  
Functions, Statistics, and Trigonometry (FST)  
Consumer Math  
Introduction to College Math  
5th Year Discrete Math

## **Math Review A&B**                      9 10     .5 per semester

*Prerequisites: None*

Math review includes operations with whole numbers, fractions, decimal numbers, introduction of basic probability, statistics, and geometry. The course reviews the basic math facts that are essential for all students before graduation.

### ***Essential Assessments:***

- All quizzes and tests
- Projects
- Final Semester Exams

***Why this course is important:*** This course establishes core knowledge of basic math facts that all people can utilize and should know for everyday living and for many activities or occupations. This course is recommended for students wishing to build a stronger math foundation in preparation for pre-algebra.

## **Pre – Algebra A&B**                      9 10 11 12     .5 per semester

*Prerequisites: None*

This is a course designed to present a logical development as an introductory course to algebra that emphasizes basic concepts, skills and fundamental operations. Increased emphasis is placed on such topics as the use of integers, equations, inequalities, graphing, and applications to problem solving. There will also be units on probability and perimeter, area, surface area, and volume of common figures.

### ***Essential Assessments:***

- Unit Tests
- Projects
- Final Exam

***Why this course is important:*** This course allows students to review basic number relations, equation solving, and graphing. These are essential concepts to find success in technical school. Students that take this course as a freshman will be able to make college entrance math requirements their remaining three years of high school.

## **Algebra Concepts A&B** 9 10 11 12     .5 per semester

*Prerequisites: Pre-Algebra*

This course is the second half of our Algebra series, it is an extension of pre-algebra. The course focuses on linear functions by solving, graphing, and algebraically representing them. Quadratic functions and exponential functions are both studied in the same manner as linear. The basics of trigonometry, geometry and proof are also explored.

### ***Essential Assessments:***

- Quizzes
- Unit exams
- Final Semester Exam

***Why this course is important:*** This course is the first step in becoming eligible for admittance into the four year Wisconsin college system. It is also required for eligibility into most Junior College and Technical college systems. This course gives the building blocks for all endeavors into geometry, advanced algebra, and our advanced math courses. This course is the first time students must use logic and abstract thought processes to consistently construct responses.

## **Geometry A&B**            9 10 11 12            .5 per semester

*Prerequisites: Algebra Concepts*

Geometry provides students with experiences that deepen the understanding of two and three-dimensional objects and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedra and other solids; (5) congruent and similar transformations. An understanding of proof and logic is developed.

### ***Essential Assessments:***

- Unit Tests
- Projects
- Final Exam

***Why this course is important:*** Geometry is a mandatory course for college entrance. It introduces students to the theoretical and practical side of mathematics. It also teaches a logical thought process that can be applied outside of mathematics in other classes as well as the real world.

## **Advanced Algebra A&B**                            10 11 12                            .5 per semester

*Prerequisites: Geometry*

This course studies polynomial figures, complex numbers, logarithms, quadratic and linear systems, trigonometric and circular functions, matrices, and basic probability as well as extending the concepts from previous courses of study. The course focuses on developing critical and logical thought processes and how they can be applied to problem solving.

### ***Essential Assessments:***

- Unit Exams
- Final Semester Exams

***Why this course is important:*** This is the minimum requirement for entrance into four year colleges in the UW system. This course is designed for the college bound student to meet the requirements of any university for its basic math component. Students who perform well in this class may test out of some basic math requirements at the university level without having to pay for the credits later.

## **Pre-Calculus A&B**            11 12            .5 per semester

*Prerequisites: Advanced Algebra*

Pre-Calculus is an upper level math class that will reinforce and advance the topics from advanced algebra. It will also expand on the concepts of trigonometry, polar and parametric equations, vectors, conics, systems, matrices, sequences and series, induction, and an introduction to calculus.

### ***Essential Assessments:***

- Unit Exams
- Final Semester Exams

## **5<sup>th</sup> Year Math A&B**

12 .5 per semester

*Prerequisites: FST*

Pre-calculus topics include a review of the elementary functions, advanced properties of functions, (including special attention to polynomial and rational functions), polar coordinates, complex numbers, and introductions to the derivative and integral. Discrete mathematics topics include recursion, induction, combinatorics, vectors, graphs, and circuits. Manipulation of complex rational expressions, not emphasized in previous courses, is discussed here. Mathematical thinking, including specific attention to formal logic and proof and comparing structures, is a unifying theme employed throughout the course.

### ***Essential Assessments:***

- Unit Test
- Projects
- Final Exam

***Why this course is important:*** This course will deepen the students understanding of math on a fundamental level, open their eyes to the many fields of math, and prepare them for college level math.

## **Consumer Math**

11 12

.5 credit

*Prerequisites: None*

Consumer Mathematics is a semester elective for students who are interested in a course designed to develop and reinforce the applications of mathematics in today's society. Students will investigate topics such as money management, banking, filing tax forms, calculating net pay, budgeting expenses, making cost comparisons, buying and renting a home, life insurance, health insurance, and finding the cost of operating a motor vehicle. The goal of this course is to guide students in building a strong foundation in logical thinking and problem solving that will enable them to make good decisions in their daily lives.

### ***Essential Assessments:***

- Unit Test
- Projects
- Final Exam

***Why this course is important:*** This course will prepare students for the math side of the real world. It will also give students the ability to make educated decisions in real world money issues.

## **Intro to College Math**

11 12

.5 credit

*Prerequisites: None*

This class reviews and develops fundamental concepts of arithmetic, algebra, geometry and statistics. It emphasizes computational skills and applications of rational numbers; problem-solving skills with ratios, proportions and percent, basic principles and application of algebra, geometry, graphing and statistics, measurement skills in U.S. customary and metric systems, and the use of calculators as a tool.

### ***Essential Assessments:***

- Unit Tests (Students must receive a C or better on all tests to receive tech school credit.)
- Final Exam

***Why this course is important:*** This course will review important skills needed to find success in technical college. It will provide students that are not pursuing a mathematical or science field in college a review before they take a general education math courses.

# Music Education

Choir  
Band  
Guitar 1 → Guitar 2  
Piano

## **Choir A&B**      9 10 11 12      .5 per semester

*Prerequisites: None*

Develop an interest and understanding of music through the performing arts; while increasing the student's ability to master vocal performance.

***Essential Assessments:***

- Lessons
- Performances

***Why this course is important:*** To ensure that all students have opportunities which encourage lifelong involvement with music. Studies have shown that involvement in music helps to increase student test scores and promotes academic achievement.

## **Band A&B**      9 10 11 12      .5 per semester

*Prerequisites: None*

Develop an interest and understanding of music through the performing arts; while increasing the student's ability to master a traditional band instrument.

***Essential Assessments:***

- Lessons
- Performances

***Why this course is important:*** To ensure that all students have opportunities which encourage lifelong involvement with music. Studies have shown that involvement in music helps to increase student test scores and promotes academic achievement.

## **Guitar 1**      9 10 11 12      .5 per semester

*Prerequisites: None*

Develop an interest and understanding of music while learning the basics of guitar.

***Essential Assessments:***

- Unit quizzes
- Performance tests

***Why this course is important:*** To ensure that all students have opportunities which encourage lifelong involvement with music. Studies have shown that involvement in music helps to increase student test scores and promotes academic achievement.

## **Guitar 2**      9 10 11 12      .5 per semester

*Prerequisites: Guitar 1*

Continue to develop an interest and understanding of music while advancing your guitar skills with more challenging musical pieces.

***Essential Assessments:***

- Unit quizzes
- Performance tests

***Why this course is important:*** To ensure that all students have opportunities which encourage lifelong involvement with music. Studies have shown that involvement in music helps to increase student test scores and promotes academic achievement.



**Piano**      9 10 11 12      .5 per semester

*Prerequisites: None      Cost: \$20 for method book*

This is a beginning group piano course for students with little to no previous instruction. Areas taught include fundamentals of posture and hand positioning, reading music, solo and group playing, understanding of basic music theory, lead sheet playing, and introduction to composition.

***Essential Assessments:***

- Unit quizzes
- Performance tests

***Why this course is important:*** To ensure that all students have opportunities which encourage lifelong involvement with music. Studies have shown that involvement in music helps to increase student test scores and promotes academic achievement.

# *Physical Education*

Physical Education 9/10  
Basic Weight Training

Physical Education 11/12  
Lifetime Fitness

## **Physical Education 9/10**                      9 10                      .5 per semester

*Prerequisites: None*

The course will focus on the basic skills, rules, and etiquette necessary to be successful in a variety of activities. Teamwork will be stressed. Students are required to wear specific clothes for class.

### ***Essential Assignments:***

- Regular Participation
- Unit tests
- Fitness test
- Final Exam

***Why this course is important:*** Students will learn to play games as a method to achieve overall fitness.

## **Physical Education 11/12**                      11 12                      .5 per semester

*Prerequisites: None*

The course will focus on the basic skills, rules, and etiquette necessary to be successful in a variety of activities. Teamwork will be stressed. Students are required to wear specific clothes for class.

### ***Essential Assignments:***

- Regular Participation
- Unit tests
- Fitness test
- Final Exam

***Why this course is important:*** Students will learn to play games as a method to achieve overall fitness.

## **Basic Weight Training**                      9 10 11 12                      .5 per semester

*Prerequisites: None*

This course is designed for students who are interested in both muscular development and cardiovascular fitness. Students will train on various machines and use free weights to enhance levels of strength, flexibility, coordination, and endurance.

### ***Essential Assessments:***

- Regular Participation
- Unit tests
- Fitness tests
- Weight lifting log
- Final Exam

***Why this course is important:*** Students will learn why strength training is important to physical fitness and how it can enhance their own well-being.

## **Advanced Weight Training**

10 11 12

.5 per semester

*\*Prerequisite\* - Intro to Weight Training and/or approval from Instructor. May repeat class only with instructor approval.*

This course is designed for students who are interested and experienced in both muscular development and cardiovascular fitness. Students will train on various machines and use free weights to enhance levels of strength, flexibility, coordination, and endurance.

### ***Essential Assessments:***

- Regular Participation
- Fitness Tests
- Weight Training Log
- Final Exam

***Why is this class important?*** Students will learn why strength training is important to physical fitness and how it can enhance their own well-being.

## **Lifetime Fitness**

10 11 12

.5 per semester

*Prerequisites: None*

This course is designed to permit students to work on a variety of individual lifetime fitness activities. The class will focus on general wellness.

### ***Essential Assessments:***

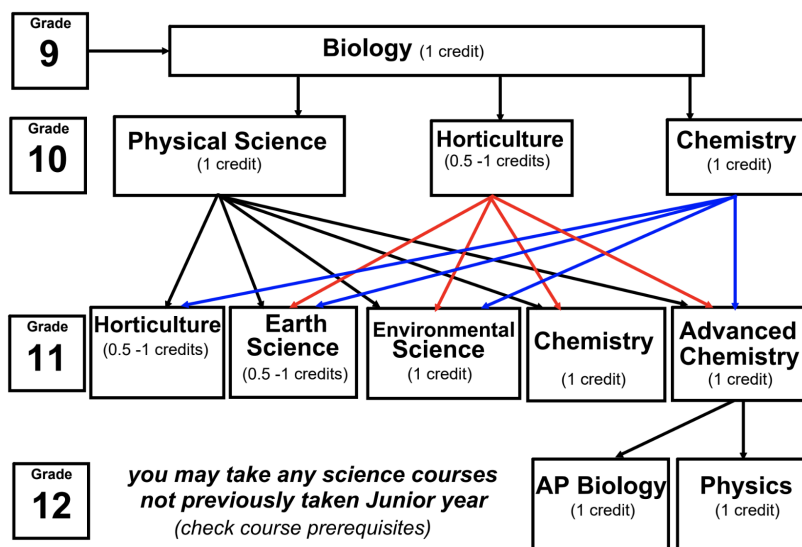
- Regular Participation
- Unit tests
- Final Exam

***Why this course is important:*** Students will participate in various individual conditioning activities that promote lifetime fitness.

# Science Education

## Markesan High School Science Course Map

*A total of 3 science credits are required for graduation*



### Physical Science A&B    10 11 12            .5 per semester

*Prerequisites: None*

This course is an introduction to matter and energy and their origins and relationships. Matter is examined at the atomic structure level followed with the study of physical properties of matter. Energy is examined in its various forms and transformations.

**Essential Assessments:**

- All quizzes
- Labs
- Projects
- Tests
- Final Exam

**Why this course is important:** This class prepares students with basic terminology and physical concepts needed to better learn and understand upper level high school science courses.

### Biology A&B                            9                            .5 per semester

*Required for 9th grade*

Fundamental principles and concepts of biology are presented in this course through discussion, laboratory investigation and field trips. Subject topics include biochemistry; cell biology and cellular processes; genetics and biotechnology; ecological principles; evolution, and biodiversity and survey of six life kingdoms.

**Essential Assessments:**

- Quizzes
- Tests
- Lab Reports
- Projects
- Final Exam

**Why this course is important:** Biology is a fundamental discipline that allows students to gain an understanding and appreciation of the interrelationships between the organism and its environment.

## **Chemistry A&B**

10 11 12

.5 per semester

*Prerequisites: Physical Science, Biology, Algebra*

Chemistry is a course for students interested in continuing their interest in the field of chemistry and who plan to enter into a science or medical field at the college level. Concepts of matter and energy are presented in this class, as well as the interactions between them. A thorough study of measurements, calculations, and laboratory techniques will occur throughout the course. Laboratory activities, research, and problem solving skills are all methods that will be used to explore different topics within chemistry.

### ***Essential Assessments:***

- Labs and Lab Reports
- Quizzes
- Tests
- Internet Based Research Projects
- Final Exam

***Why this course is important:*** Chemistry is an essential course for all students planning on majoring in a science field in college, but also for students who plan to attend college in general. Chemistry is a core science with applications in all other fields of science, a solid preparation is important for success.

## **Advanced Chemistry A&B**

11 12

.5 per semester

*Prerequisites: Physical Science, Biology, Algebra, Science Teacher Recommendation*

Advanced Chemistry is a course for students interested in continuing their interest in the field of chemistry and who plan to enter into a science or medical field at the college level. Concepts of matter and energy are presented in this class, as well as the interactions between them. A thorough study of measurements, calculations, and laboratory techniques will occur throughout the course. Laboratory activities, research, and problem solving are all methods that will be used to explore different topics within chemistry.

### ***Essential Assessments:***

- Labs and Lab Reports
- Quizzes
- Tests
- Final Exam

***Why this course is important:*** Advanced Chemistry is an essential course for all students planning on majoring in a science field in college. Chemistry is a core science with applications in all other fields of science, a solid preparation is important for success.

## **Earth Science A&B**

11 12

.5 per semester

*Prerequisites: None*

Earth Science focuses on understanding Earth's systems in order to understand Earth's past, to understand the present, and to predict and/or influence the future. It deals primarily with the study of the materials on Earth, the processes that shape and influence earth, and nature as well as man's reaction to those events. In semester A, students will study Astronomy and Meteorology. Semester B involves the study of geology. These semesters can be taken independent of each other.

### ***Essential Assessments:***

- Quizzes
- Tests
- Projects
- Final Exam

***Why this course is important:*** Earth science literacy is of critical importance to our nation. Prominent issues facing us include land use and development, availability of energy and mineral resources, water resources and quality, preservation of wetlands, erosion, waste management, pollution remediation, and geological hazards. Studying earth science will help one

understand how weather systems operate; why volcanoes and earthquakes occur; and why we have seasons. Earth science is also at the core of environmental science, a growing discipline at the secondary and post-secondary levels.

## **Environmental Science A&B**

11 12

.5 per semester

*Prerequisites: Biology*

Students will study the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world; to identify and analyze environmental problems both natural and human-made; to evaluate the relative risks associated with these problems; and to examine alternative solutions for resolving and/or preventing them.

### **Essential Assessments:**

- Quizzes
- Labs
- Tests
- Projects, including written
- Final Exam

**Why this course is important:** Environmental science is a growing field. This introductory course will prepare students for further study; as well as educate about issues at the local, state, and national level.

## **Physics A&B**

11 12

.5 per semester

*Prerequisites: Physical Science, Algebra*

Physics is the study of energy and motion. Physics is a deeper look at how matter and/or energy behave because of potential created by position, inertia and momentum.

### **Essential Assessments:**

- All labs
- Quizzes
- Tests
- Final Exam

**Why this course is important:** Students planning to pursue a science career will need to earn credit in college physics as a gateway to upper level college science courses. This course will prepare you conceptually for those “gateway” college courses.

## **AP Biology**

11 12

.5 per semester

*Prerequisites: Biology, Chemistry*

This course is for students interested in the science or medical fields as a career option. AP Biology is centered around four “Big Ideas”: 1. The process of evolution drives the diversity and unity of life. 2. Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis. 3. Living systems store, retrieve, transmit, and respond to information essential to life processes. 4. Biological systems interact, and these systems and their interactions possess complex properties. This is a rigorous course that is offered as Advanced Placement with an option of taking an AP Exam for college credit.

### **Essential Assessments:**

- Quizzes
- Tests
- Projects/Labs
- AP and/or Final Exam

**Why this course is important:** Any student interested in majoring in a field of science, medical or otherwise, will be required to take a number of science courses to fulfill requirements at the college level. This course is intended to build background knowledge at a college level that will better prepare students for further study.

## **Horticulture & Plant Science A&B**

9 10 11 12

.5 per semester

*Prerequisites: None*

Students will now be able to earn science credit for this class. For those students who are college bound, it will also count as a third science credit at many UW schools. This class involves units that include: exploration of the horticulture industry, plant anatomy and physiology, plant propagation, growing media, nutrients, and fertilizers, integrated pest management, hydroponics, greenhouse structures, greenhouse crop production, floral design, interior plantscaping, and fruit/vegetable crop production.

***Essential Assessments:***

- All tests and quizzes
- Projects

***Why this course is important:*** The production of landscape trees and plants as well as landscape and grounds maintenance is a rapidly growing segment of Green Lake County's agriculture industry. Greenhouses, tree farms, nurseries, and other horticulture businesses add to the diversity of agriculture in the county. Horticulture generates \$4.6 million in county economic activity, providing 117 full-time jobs and many seasonal jobs (UW-Extension). This class will prepare the student to enter this exciting career area and become knowledgeable about the "green" industry.

# *Social Sciences*

US History → Global Studies → Civics  
AP US History (*offered every other year*)  
AP World History (*offered every other year*)  
Psychology  
Sociology  
Economics  
Introduction to Criminal Justice System  
Current World Studies

## **United States History-Civil War to the Present A & B**      9      .5 per semester

*Prerequisites: None*

Students will continue to learn the story of American History beginning with the Reconstruction after the Civil war and working toward modern history. Students will learn key concepts, events, and people in order to develop a strong understanding of the foundation of the United States. Focus will be using primary and secondary sources, using graphics and evidence to be able to articulate key concepts in American History.

### **Essential assignments:**

- All unit tests as well as any assigned papers or projects

### **Why is this course important:**

Part of understanding who we are is understanding where we came from. Our nation has been shaped and will continue to be shaped by our past actions. One of the goals of our nation and of our schools has been to create one nation out of a hodgepodge of people. E Pluribus Unum or "one out of many" has been our motto. American History, when done properly, has been a major vehicle in creating a unified nation. The goal of this class is to continue teaching the main events and main actors that have played a role in our nation's growth.

## **Global Studies A & B** 10      .5 per semester

Students will learn the geography and current events related to areas of the world. Students will explore the economic, cultural, and political systems in different areas of the world while using graphics, primary and secondary sources, and research to develop a strong understanding of the dynamics of the world.

### **Essential Assignments:**

- All Unit Exams
- Semester Exam

### **Why this class is important:**

Global Studies will provide students with the knowledge, perspectives, and skills needed to understand today's world, and prepare students for life and work in a rapidly changing globally integrated society.



## **AP U.S. History A & B**

10 11 12

.5 per semester

*Prerequisite: Recommendation of SS department*

The AP US History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and materials in US history. The program prepares students for immediate advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and to weigh the evidence and interpretations presented in historical scholarship. This course will help develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format (©2010 The College Board).

### ***Essential Assessments:***

- All unit exams
- Final semester exam or AP Exam

***Why this course is important:*** The ideal candidate for this class has a passion for history, has a strong work ethic, is self-motivated, and has solid study skills.

This course provides students the opportunity to earn college credit while still in high school through scoring a 3 or higher on the AP exam in the spring. Even if a student does not earn college credit, AP US History is an exceptional course to have on your transcript when applying for colleges.

## **Psychology**

11 12

.5 per semester

*Prerequisites: None*

Psychology is the study of the human individual. It looks at how humans think and act throughout the course of life. We will look at how people grow and develop from pre-birth to death in terms of their intellect, personality, and emotions. In another unit we will look at the brain and body in terms of how they operate. We will look at different theories that try to explain personalities and we will look at abnormal personalities. We will also spend time explaining altered states of consciousness like dreams and hypnosis. Other units include looking at our senses and our perceptions, learning about intelligence, and a basic concept called conditioning.

### ***Essential Assessments:***

- All unit tests
- Final Exam
- Projects

***Why this course is important:*** Learning about psychology helps to understand human actions. It can help explain why we act the way we act. We will not solve anyone's personal problems, but we can maybe gain clues about our own actions or lives. In the process of learning about ourselves one can hopefully gain empathy towards others who are not like us or who suffer from psychological problems. This course may also stimulate interest in the field of psychology. Numerous students who have taken this course have gone on to work in the field of psychology. As a survey course, this provides an excellent background to future classes one will take after high school. And if one doesn't plan on a post-high school education, exposure to psychology terms, ideas, and events will allow one to understand events or topics that will occur in their lives.

## **Sociology**

11 12

.5 per semester

*Prerequisites: None*

This course introduces students to the basic concepts of sociology: culture, socialization, social stratification, multiculturalism, and the five institutions. Other topics include deviance, technology, environment, social issues, social change, social organization, and workplace issues.

### ***Essential Assessments:***

- All unit exams
- Cultural Analysis Activity
- Deviance Case Study
- Final semester exam

***Why this course is important:*** Sociology enables us to understand ourselves. The way that we think, behave, and feel, our very sense of identity, is socially produced. The way that we think, behave, and feel is shaped by what sociologists call the process of socialization. This course is designed to help us understand this process so that we may better understand ourselves.

## **Economics**

11 12

.5 per semester

*Prerequisites: None*

This course will give the students a greater understanding of economics ranging from the viewpoint of the individual consumer or small business owner to the global economy. The course will study the law of supply and demand, forms of business, labor unions, government finances and influence on the economy, money and prices, investing, inflation and deflation cycles. The course relates history and politics to the study of economics. Students will first learn basic economics terms and will then move on to the principles of Microeconomics which is the study of how a business operates. Our study of economics is finished up with a study of Macroeconomics which examines how countries control their economies

### ***Essential Assessments:***

- All unit tests
- Final Exam
- Projects

***Why this course is important:*** The importance of economic education goes far beyond the goal of improving understanding of the basic principles of supply and demand and the workings of our nation's economy. Economics is the study of how people make sound choices. By studying how markets work, one can also learn how to make efficient choices in managing your own scarce resources, such as time and money. Along the way, you can learn decision- and choice-making process that you can apply to all aspects of your lives. These same skills are necessary to make informed choices as citizens-to decide which public policies to support and which to oppose. As participants in a global economy, the young people of today and tomorrow will face a huge series of issues and possibilities that previous generations never had to deal with or think about. Being educated in sound economic concepts will help you make wise or intelligent choices and to help convince others of the correct path to take.



## **AP World History A&B**

11 12

.5 per semester

*Prerequisites: U.S. History*

This course is an Advanced Placement course, which means students have the opportunity to earn up to six (6) college credits if they pass the AP Exam at the end of the course. The AP Course in World History invites students to study history through a global lens, placing particular emphasis on point of view. Students will learn to examine both primary historical evidence and secondary sources from multiple perspectives to understand history and draw their own conclusions.

### ***Essential Assessments:***

- All unit exams
- Final semester exam or AP Exam

***Why this course is important:*** This course provides students the opportunity to earn college credit while still in high school. Even if a student does not earn college credit, AP World History is an exceptional course to have on your transcript when applying for colleges.

## **Introduction to Criminal Justice System**

11 12

.5 per semester

*Prerequisites: None*

This course explores the three main subsystems of the criminal system: law enforcement, courts, and corrections. The history philosophy, structure, operations, procedures and current issues and future trends of these three main subsystems are presented, discussed, and studied using a cooperative learning approach. This course also identifies the functions and jurisdiction of Wisconsin law enforcement and criminal justice agencies and the sources and legal principles which form the foundation of Wisconsin criminal law in accordance with Wisconsin Training and Standards requirements 1.2 and 6.1.

### ***Essential Assignments:***

- Written Projects
- Exams

***Why this course is important:*** Anyone interested in pursuing a career in public service/law enforcement should strongly consider this course.



## **Current World Studies**

11 12

.5 per semester

*Prerequisites: None*

Through the use of the Internet, newspapers, news magazines, and other news sources we will exam current events both in the US and the world. We will try to determine why those events occurred and what their implications mean for the individual, the state or nation, and the world. Class participation is heavily required and expected.

***Essential Assessments:***

- Quizzes
- Tests
- Final Exam
- Project(s)

***Why this course is important:*** Studying current events helps students to understand the importance of people and issues in the news. If students understand the issues, they won't say, "Who cares?" or "This is boring!" But they'll be challenged to discuss current events. It also helps them to clarify their own point of view on the issues and defend it with facts or sound reasons. It's also necessary to study current events to become informed voters. The very essence of democracy is the involvement of people in the decisions of government and in decisions about who is to run the government. To participate and to make wise decisions, those people have to be informed and involved. Who our government officials are affects us and our families. It's been said that informed citizens are essential to the function of a free society.

## **Civics**

11

.5 per semester

*Prerequisites: None*

This Civics course is designed to examine the foundations and functions of the American government system. During the course we will examine the individual functions of federal, state, and local governments. A discussion will follow as to how these separate governments work together to make-up the American government system. Also in this course, we will explore how we, as American citizens, can become active in our local, state, and federal governments.

# *Industrial Education*

Introduction to Woodworking → Basic Woodworking → Cabinetmaking  
Construction Concepts  
Introduction to Metals → Metal Processes → Metal Fabrication  
Basis AutoCAD → Advanced AutoCAD  
Computer Aided Machining  
Home & Car Maintenance

## **Introduction to Woodworking Safety, Materials, Processes, & Technology**    9 10 11 12    .5 per semester    *Prerequisites: None*

Introduction to the safe use of woodworking tools and equipment; Basic AutoCAD (computer assisted design) skills will assist the student in completing an individual woods product/project; various industrial technologies will be studied with the assistance of computer modules.

### ***Essential Assessments:***

- Safety units and exams
- Wood project
- Technology units
- AutoCAD drawing
- Final Exam

***Why this course is important:*** Students will begin learning terminology that is associated with woodworking. Students will be able to identify power equipment and hand tools. The student will understand and experience the safety aspects of all equipment. This class will benefit those that may have a desire to pursue careers in the woodworking industry as well as those who may choose woodworking as a hobby or recreational activity. Exploring Woodworking Safety is a prerequisite for all other woods courses that are part of the Tech. Ed. curriculum.

## **Introduction Metal Safety, Materials, Processes, & Technology**    9 10 11 12    .5 per semester    *Prerequisites: None*

Introduction to the safe use of metal tools and equipment; individual products/projects will be produced utilizing welding, foundry, machining, and sheet metal processes; various industrial technologies will be studied with the assistance of computer modules.

### ***Essential Assessments:***

- Safety units and exams
- Welding samples
- Projects
- Final Exam

***Why this course is important:*** Students will begin learning terminology that is associated with the metalworking industry. Students will be able to identify power equipment and hand tools. The student will understand and experience the safety aspects of all equipment. This class will benefit those that may have a desire to pursue careers in the metals industry as well as those who may choose metal fabrication as a hobby or recreational activity. Exploring Metal Safety is a prerequisite for all other metals courses that are part of the Tech. Ed. curriculum.

## **Basic Woodworking**

10 11 12

.5 per semester

*Prerequisites: Introduction to Woodworking Safety*

Information and independent skill development in the safe operation of hand and power woodworking tools and machines; teacher directed products/projects will enhance this learning experience.

### ***Essential Assessments:***

- Safety units and exams
- Projects
- Final Exam

***Why this course is important:*** This course builds on concepts learned in the Exploring Woodworking course. The student will begin to learn about standard practices that are common to the woodworking industry. These concepts would include wood identification, jigs and fixtures, fasteners and common joints. The student will also apply learned skills to appropriately select tools and equipment that are necessary to complete a task. The student will begin to develop quality craftsmanship skills.



## **Cabinetmaking** 11 12 .5 per semester

*Prerequisites: Basic Woodworking*

This course offers an advanced study of materials and processes as related to cabinet construction. The student will concentrate on craftsmanship and quality in designing and building of an individual project. The student will estimate the costs of board feet, dimensional lumber, veneers, plywood, hardware and finishes.

### ***Essential Assessments:***

- Safety units and exams
- Cabinet project
- Final Exam

***Why this course is important:*** This course is an opportunity to gain experience that is current to the woodworking or cabinetry industry. The student will study the elements of design, style, structure, and cost estimation. Independent problem solving and craftsmanship skills are developed which are essential to the woodworking industry.

## **Construction Concepts & Application - A**

11 12

.5 per semester

*Prerequisites: Basic Woodworking*

This course is for those students interested in exploring the fundamentals of building construction. Types of foundations, framing methods, roofing techniques, exterior and interior finishing, and estimation will be topics covered in this class. Students will also learn how to safely use other hand tools and machines. Projects include storage sheds, community projects, and other individual projects as they become available.

### ***Essential Assessments:***

- Safety units and exams
- Participation in lab activities
- Final Exam

***Why this course is important:*** This course is important for those individuals who may want to pursue a career in the building construction industry. Structures will be built or discussed that meet current standards and codes. Craftsmanship, quality, pride, and reputation will be emphasized as projects are completed for customers.

## **Construction Concepts & Application - B**

11 12

.5 per semester

*Prerequisites: Construction Concepts & Applications - A*

This course is a continuation of Construction Concepts & Applications – A. This course is for those students interested in exploring the fundamentals of building construction. Types of foundations, framing methods, roofing techniques, exterior and interior finishing, and estimation will be topics covered in this class. Students will also learn how to safely use other hand tools and machines. Projects include storage sheds, community projects, and other individual projects as they become available.

### ***Essential Assessments:***

- Safety units and exams
- Participation in lab activities
- Final Exam

***Why this course is important:*** This course is important for those individuals who may want to pursue a career in the building construction industry. Structures will be built or discussed that meet current standards and codes. Craftsmanship, quality, pride, and reputation will be emphasized as projects are completed for customers.

## **Metal Processes**

10 11 12

.5 per semester

*Prerequisites: Introduction to Metal Safety*

Designed to introduce students to the basic skills needed for arc welding, gas welding, MIG welding, milling and lathe processes. Students will be trained in the safe operation of all equipment with regards to their set up and use. Students will also learn the basic skills needed to complete individual projects.

### ***Essential Assessments:***

- Safety tests
- Welding samples
- Projects
- Final Exam

***Why this course is important:*** The Metal Processes course begins to expand on the students' ability to apply safe operating practices to projects or products with some degree of quality. The student will select processes and equipment that are designed to complete a given task. The student will develop skills to troubleshoot and problem solve.



## **Metal Fabrication**

11 12

.5 per semester

*Prerequisites: Metal Processes*

This course is designed to expand and continue building all skills developed in Metal Processes. Students will be given the opportunity to design and build individual projects given prior learning activities. Problem solving skills will be encouraged by having the student identify, select and utilize

welding and machining processes that are appropriate for the task at hand. Students will recognize and understand the different properties and characteristics that are associated with the number of metal alloys.

### ***Essential Assessments:***

- Safety tests
- Project
- Final Exam

***Why this course is important:*** This course will provide the student with an understanding of many metal processes that are used in production and repair today. This course covers theory, fundamentals of operation, equipment used and the techniques recommended. Skills learned will benefit those students with a passion to pursue educational or job related fields.

## **Basic AutoCAD** 9 10 11 12 .5 per semester

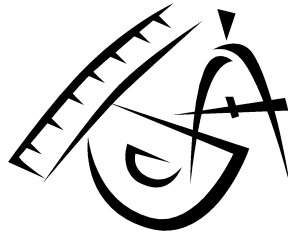
*Prerequisites: None*

This course is designed to introduce the student to the fundamentals of mechanical drafting using AutoCAD software. The student will acquire basic skills that are required to produce drawings that convey necessary and specific information to the reader. The student will become familiar with the basic commands and language that is associated with AutoCAD and the drafting industry.

### ***Essential Assessments:***

- Series of drawing samples
- Final Exam

***Why this course is important:*** AutoCAD is the drafting technology of the present and the future. The student will not only learn about the basic commands of the AutoCAD program but also about other basic drafting skills. These skills would include planning and sketches, line types and their uses, drawing geometric shapes and constructions, editing, orthographic projections, and dimensioning practices.



## **Advanced AutoCAD** 10 11 12 .5 per semester

*Prerequisites: Basic AutoCAD*

This course is intended to enable the student to master drafting components of 2D drawings that satisfy industry standards and were introduced in Basic AutoCAD. The student will also receive instruction in 3D drawing, editing, visualization, rendering, and display techniques.

### ***Essential Assessments:***

- Series of drawing samples
- Final Exam

***Why this course is important:*** 3D drawing and design is becoming more prevalent throughout the industry. This course will allow the student to acquire basic drafting skills that may be applied both inside and outside of the traditional drafting and design areas. Advanced drafting concepts will give the student the opportunity to explore applications related to CAM and CNC operations that are standards of industry and manufacturing.

## **Computer Aided Machining** 11 12 .5 per semester

*Prerequisites: Metal Fabrication, Basic AutoCAD*

This course is an introduction to advanced dimensional (2D) Computer Aided Machining (CAM) utilizing Mastercam software. Students develop skills in the generation of 2D geometry, generation of 2D toolpath, CNC machine code generation, programming, editing and manipulation, speed and feed rate calculations, and optimization of programs for maximum efficiency. Working knowledge of CNC Programming language and basic machining concepts is desired.

### ***Essential Assessments:***

- Unit exams
- Projects
- Final Exam
- Criteria set forth by MPTC

***Why this course is important:*** The CAM course is designed for those students that may have an interest in pursuing careers in manufacturing and industry. CAM concepts and applications are standard in many factories, businesses and companies today. This course will give the student the opportunity to apply all prior knowledge of metal fabrication, welding, machining and CAD.

## **Home & Car Maintenance**

10 11 12

.5 per semester

*Prerequisites: None*

Students will become aware of basic operating systems of a home or car. Basic troubleshooting and preventative care of the home and car will be learned through a variety of hands on experiences. Students will learn how to safely operate general equipment and hand tools. This class is designed to target those students with limited or no experience in the Tech. Ed. Area.

### ***Essential Assessments:***

- Maintenance projects
- Demonstration project
- Final Exam

***Why this course is important:*** Home and Car Maintenance is designed to help students become more knowledgeable about his or her surroundings as they begin to live independently. The individual will learn and experience many of the basic maintenance activities that can be performed by a renter or homeowner that will be financially beneficial. The student will also learn about activities that will help them become a more informed consumer. Basic car repairs and maintenance schedule recommendations will be instructed and performed.



# World Languages

Spanish 1 → Spanish 2 → Spanish 3 → Spanish 4 (*online*)

## **Spanish 1 A&B** 9 10 11 12 .5 per semester

*Prerequisites: None*

Spanish 1 is an introductory course designed to develop an understanding of the skills involved in learning another language. Students will experience another culture through new sights and sounds and will use basic Spanish to talk about oneself, family and friends, surroundings and activities. The course covers the four skills of language learning: listening comprehension, reading, speaking and writing while emphasizing the culture of the countries.

### ***Essential Assessments:***

- Unit Tests
- Major projects
- Oral presentations/Reports
- Final Exam

***Why this course is important:*** In an increasingly interactive world the value of foreign languages and cultural awareness is essential in today's international business and political environment. Studying a foreign language today will prepare you for the many opportunities tomorrow.

## **Spanish II A&B** 10 11 12 .5 per semester

*Prerequisites: Spanish I*

Spanish II continues to practice the language skills acquired in the first level. Speaking and listening skills continue to be developed along with increased emphasis on reading and writing in the target language. Students continue to explore cultural and geographical similarities and differences between their own and the target cultures.

### ***Essential Assessments:***

- Units Tests
- Major projects/presentations
- Final Exam

***Why this course is important:*** Foreign language is a worthwhile skill for the future. It can enrich the personal and intellectual lives of students by developing usable skills, cultural appreciation and global awareness. The successful completion of at least two years of language study may fulfill certain language requirements for some colleges and universities.

## **Spanish III A&B** 11 12 .5 per semester

*Prerequisites: Spanish II*

During this course students will expand on and achieve a greater degree of proficiency in the Spanish language. They will continue to further their ability to communicate orally and in a written context. Third year students will also continue to gain a better understanding and appreciation of the Hispanic cultures.

### ***Essential Assessments:***

- Unit tests
- Major oral and written projects
- Final Exam

***Why this course is important:*** Students will develop an understanding and appreciation of the cultural diversity and heritage of the Spanish speaking world. They will develop proficiency in the four modes of communication: listening, reading, writing and speaking. Certain university programs may require at least three years of foreign language study.

**Spanish IV A&B** 12 (online) .5 per semester

*Prerequisites: Spanish III*

The fourth year course focuses on reading and literature, advanced grammar, conversational practice, and cultural study.

***Essential Assessments:***

- Unit tests
- Major projects
- Final Exam

***Why this course is important:*** Successful completion of multiple levels of foreign language study demonstrates a command of higher level thinking and initiative. Students may be able to earn college credit through course completion or retroactive credit through college placement tests.

## **NON-DISTRIBUTIVE**

### **Teacher Assistant A/B (90695/96)**                      11 12                      .25 per semester

*Prerequisites: Complete application and interview process.*

Designed for students interested in pursuing a career as a teacher, counselor, social worker, and/or related field to their assignment. Students may pick up an application through the guidance office. *T.A. must be taken the same hour as your scheduled study hall.*

### **Driver Education (90735)**                      9 10 11 12                      NO CREDIT

*Prerequisite: Freshman/Sophomore class standing, who will have reached their 15<sup>th</sup> birthday by December 31<sup>st</sup> of this year - exceptional attendance in this class is required under state law.*

Designed to teach proper attitudes and habits; supply information that will help the student become a responsible and safe driver. This course is taught in the summer by Ries Driving School.

### **Yearbook A/B (90501/02)**                      9 10 11 12                      .25 per semester

*Prerequisite: Instructor approval (Mrs. Jean Hoffmann)*

Offered to students with instructor approval and through the guidance office reference; offers class work on the yearbook.

### **Senior Work Project A&B**                      12                      .25-.5 credit per semester

*Prerequisite: None*

**Description:** Students in the program must meet the following requirements: pass all semester classes; complete portfolio requirements on time (exceptions may be made with program instructor approval); students can only join at semester; students wishing to participate in the program must attend all senior work project meetings which will be held at 8:15 a.m. twice a month; student work schedule must occur during the hours you are leaving for work. Students must have a job at the beginning of the course.

### **Principles of Leadership**                      9 10 11                      .5 credits per semester

**Description:** This class is primarily experientially based and emphasizes the importance of communication, character, personal growth, and building strong relationships and teams. Also covered will be listening skills, synergy, perceptions, conflict styles, personality, and group formation. A variety of initiatives will be used to facilitate the learning of skills and, along with various media, reinforce those skills throughout the semester.

### **Youth Apprenticeship (YA:)**    11 12    1 credit per semester    \* may take 2 years

*Prerequisite: On track to graduate, good attendance record, and an interest in developing employability skills while gaining work experience.*

**Description:** Youth Apprenticeship is a one or two-year program that combines mentored, and on-the-job learning with academic and technical classroom instruction. It opens doors for students by giving them the chance to “try-out” a career area while experiencing an adult working environment. Students gain paid, hands-on learning with a business mentor, while completing classroom instruction related to the career area.

Students apply in the Spring for jobs that will start during the summer of their junior or senior year or can come in with their own business connection. Businesses select the apprentices that are the best fit for their organizations and open positions; there are no forced placements. Once hired, apprentices spend part of their week learning at school and part of the week learning on the job. There is no GPA requirement. Students are responsible for their own transportation. Upon completion,

students will earn industry certifications and potential of bridging the YA to a Registered Apprentice. Students enrolled in certain programs can also credit for UW Admissions.

Youth Apprenticeship Program areas include Agriculture, Construction, Financial Services (Banking/Accounting), Human Resources, Communication, Health Science, Hospitality, Information Technology, Manufacturing, Marketing, STEM and Transportation.

### **Tutoring A/B**

**11 12**

**.25 Credits per semester**

*Prerequisite:* Complete application and interview process.

Designed for students interested in helping others to succeed and be role models and leaders within their school. This class will take the place of the student's study hall.

## ACADEMIC COURSES

<p><b><u>ENGLISH</u></b>          Independent English          Communications 1 A/B          Communications 2 A/B          Communications 3 A/B          AP English Lit &amp; Comp A/B          Written Communication</p>	<p><b><u>MATHEMATICS</u></b>          Independent Math          Math Review A/B          Pre-Algebra A/B          Algebra Concepts A/B          Geometry A/B          Advanced Algebra A/B          Pre-Calculus A/B          Consumer Math          *Introduction to College Math          5th Yr Discrete Math A/B</p>	<p><b><u>SCIENCE</u></b>          Independent Science          Physical Science          Biology A/B          Earth Science A/B          Environmental Science A/B          Exploratory Chemistry A/B          Chemistry A/B          Advanced Chemistry A/B          Physics A/B          AP Biology A/B          *Basic Anatomy</p>
<p><b><u>SOCIAL STUDIES</u></b>          Independent Social Studies          US History A/B          AP US History A/B          AP World History A/B          Global Studies A/B          Psychology          Economics          Sociology          Introduction to Criminal Justice</p>	<p><b><u>PHYSICAL EDUCATION</u></b>          Adaptive Physical Education          PE 9/10 A/B          PE 11/12 A/B          Wt Training/Aerobics A/B          Lifetime Fitness A/B</p>	<p><b><u>HEALTH EDUCATION</u></b>          Health          Advanced Health/CPR          *Medical Terms</p>

## ELECTIVE COURSES

<p><b><u>AGRICULTURE</u></b>          Intro to Agri-Science A/B          Large Animal Science A/B          Small Animal &amp; Vet Science A/B          Horticulture &amp; Plant Science A/B          Natural Resources A &amp; B          Ag Leadership A/B          Landscaping          Ag Technology</p>	<p><b><u>BUSINESS EDUCATION</u></b>          Computers 1, 2, 3          Career Opportunities          Personal Finance          Accounting A          Introduction to Business A</p>	<p><b><u>FAMILY AND CONSUMER ED</u></b>          Foods 1, 2, 3          Independent Living Skills A          Textile and Design B          Parenting          Family Living</p>
<p><b><u>ART/DESIGN EDUCATION</u></b>          Art Survey I          Glass Art          Photoshop          Graphic Design          Adobe Illustrator          Ceramics I, II, III          2-D Art I, II          3-D Art I, II          Advanced Studio A/B</p>	<p><b><u>MUSIC</u></b>          Band A/B          Choir A/B          Guitar 1, 2          Piano</p>	<p><b><u>INDUSTRIAL EDUCATION</u></b>          Intro to Woods Technology          Intro to Metals Technology          Basic Woodworking          Cabinetmaking          Construction Concepts A/B          Basic AutoCAD          Advanced AutoCAD          Metals Processes          Metal Fabrication          Computer Aided Machining          Home and Car Maintenance</p>
<p><b><u>FOREIGN LANGUAGE</u></b>          Spanish 1, 2, 3, 4</p>	<p><b><u>NON-DISTRIBUTIVE</u></b>          Teachers Assistant A/B          Yearbook A/B          Senior Work Project          Driver's Education</p> <p style="text-align: right;">Principles of Leadership          Youth Apprenticeship          Tutoring</p>	

**ADVANCED CREDIT COURSES AND PROGRAMS  
MARKESAN HIGH SCHOOL  
2024-2025**

**TRANSCRIPTED/YOUTH OPTIONS CREDIT COURSES**

Accepted for credit at both the high school and technical college level with courses taught by Markesan High School Teachers or MPTC instructors.

**MPTC - Moraine Park Technical College**

1. Computer 1 - with MPTC  
College Course - Microsoft Word (103-160) 2 credits  
- Microsoft Windows (103-189) 1 credit
2. Computer 2 - with MPTC  
College Course - Microsoft PowerPoint (103-182) 2 credits  
- Microsoft Excel (103-180) 2 credits
3. Computer 3 - with MPTC  
College Course - Microsoft Access (103-181) 2 credits
4. Photoshop - with MPTC  
College Course - Photoshop (103-170) 2 credits
5. Graphic Design - with MPTC  
College Course - Principles of Graphic Design (204-165) 2 credits
6. Graphics 3 (Adobe Illustrator) - with MPTC  
College Course - Electronic Illustration (204-141) 2 credits
7. Certified Nursing Assistant - with MPTC (Taught by Registered Nurse)  
College Course – Basic Nursing Assistant (543-300) 2 credits

### **In School - On-Line Courses**

8. Basic Anatomy- with MPTC  
College Course - Basic Anatomy & Physiology (806-169) 3 credits

### **ADVANCED PLACEMENT COURSES**

Scores on the AP exam determines whether a college will accept the credit for the course taken.

9. AP U.S. History
10. AP World History
11. AP English Literature & Composition
12. AP Calculus AB (online)
13. AP Advanced Biology

### **COLLEGE COURSES WITH UW-MADISON EXTENSION**

Taught through correspondence and supported by Markesan High School Teacher

14. German 4  
College Course - Second Semester German (U424-102) 4 credits
15. Spanish 4  
College Course - Second Semester Spanish (U912-102) 4 credits

**MATERIALS  
FROM  
DPI FILE**





Date: February 20, 2024  
To: Mark and Tracey Hoffman  
From: Kathy Fry, School Administration Consultant  
School Financial Services, DPI  
Subject: Small Territory Detachment; Right to Appeal **File 2024-13**

The petition, **file 2024-13**, to detach property from the Cambria-Friesland School District and attach it to the Markesan School District, has been denied. Petitioners whose property detachment requests have been denied have a right to appeal under the provisions of section 117.12(4), Wisconsin statutes.

The law provides that a majority of the electors residing in the territory, or the owners of 50% or more of the territory, may appeal the denial to an appeal panel by filing notice of appeal with the secretary of the School District Boundary Appeal Board **before** the March 15 following the denial. See s.115.01 (13), Wisconsin statutes, for a definition of electors.

The law further provides that the State Superintendent may charge a filing fee for such appeals. The appeal filing fee is \$750.00 – see <https://dpi.wi.gov/sms/school-district-boundary-appeal-board> for the fee schedule.

Enclosed is a form that may be used to file a notice of appeal. The request should be sent to the address noted and must be accompanied by the required filing fee. **The request and required filing fee must be received at the DPI, 125 S. Webster Street in Madison, by 4:30 p.m. on Thursday, March 14.** You may wish to consider Priority Mail or in-person delivery to ensure timely arrival. Materials received after March 14 will be returned as not timely.

If you have any questions, feel free to contact me at (608) 224-5343. Thank you.

Enclosure  
KF



Date: March 28, 2024  
To: Mark and Tracey Hoffmann  
From: Kathy Fry, Secretary  
School District Boundary Appeal Board (SDBAB)  
Subject: Request for SDBAB Review – File #2024-13

This memo acknowledges receipt of your request for review by a panel of the School District Boundary Appeal Board (SDBAB) of File 2024-13, a petition to detach property from the Cambria-Friesland School District. We have also received your check in the amount of \$750.00.

SDBAB hearings are generally held during May so that final orders may be issued by June 15, as required by state statute. For us to try to accommodate your schedule, please inform us by **Friday, April 12** which of the following dates you would be available: May 7, 8, 9, 13, 14, 15, 22, 23, or 24.  
**NOTE: In most cases, hearings will be held virtually.**

Hearings are typically held between 8:30 a.m. and 4:00 p.m. Hearings generally take between two and four hours and two or three may be scheduled on the same day. We will do our best to schedule the hearing for a day you are available but cannot guarantee that will occur. **When the hearing schedule is finalized, you will be notified in writing of the date, time and location of your hearing before the SDBAB panel.**

Petitioners have the right to submit materials that will be provided to the SDBAB members and district representatives before the hearing. If you plan to submit such material, please email it to me no later than three days before the hearing. Additional information regarding materials and procedures will be provided when notice of the hearing date is sent.

If you have any questions about the hearing or the procedures, please contact me by phone at (608) 224-5343, or email at [kathleen.fry@dpi.wi.gov](mailto:kathleen.fry@dpi.wi.gov). Materials may be sent to my attention at DPI, P.O. Box 7841, Madison, WI 53707-7841.

Thank you.

*Kathy Fry*

School Administration Consultant  
School Financial Service Team



**Date:** April 17, 2024

**To:** Petitioner(s): Mark and Tracey Hoffmann  
District Administrators: David Dude, Cambria-Friesland School District  
Jason Breaker, Markesan District Schools

**From:** Kathy Fry, Secretary  
School District Boundary Appeal Board (SDBAB)

**Subject:** School District Boundary Appeal Board Hearing – File 2024-13

We have scheduled the School District Boundary Appeal Board (SDBAB) panel to meet to hear the appeal of File # 2024-13 at the time and place noted below.

**Date:** Wednesday, 5/15/2024  
**Time:** 10:00:00 AM  
**Location:** GEF 3, Room P41  
125 South Webster Street  
Madison WI 53703

In scheduling this appeal we have made every attempt to accommodate the preferences of all parties. If you are not able to participate on the scheduled date, you may send a representative or provide testimony in writing.

Information sent in March included an opportunity or request to all parties to submit certain materials to this office prior to the hearing. This information will be included in a packet to be provided to the SDBAB members, petitioners, and district representatives approximately one week prior to the hearing.

**FOR IN-PERSON HEARINGS** – you will also be provided a hard copy of the materials. If you wish to provide additional written material for consideration by the panel, you must bring eight (8) collated copies and give them to the hearing facilitator at least 30 minutes prior to the scheduled hearing time. Presentations using digital materials may also be possible if you provide them ahead of the hearing or bring your own computer.

The SDBAB panel will deliberate and render its decision immediately upon conclusion of the testimony and rebuttal presented at the hearing.

If your hearing is in person, be aware that, due to increased building security, you will need to enter the GEF 3 building on the Webster Street side and check in at the security desk.

If you have any questions about the hearing or the procedures, please contact me by phone at (608) 224-5343, or via email at [Kathleen.fry@dpi.wi.gov](mailto:Kathleen.fry@dpi.wi.gov).

Thank you.

## 2022-23 DATA

1. GENERAL INFORMATION	<u>Cambria-Friesland</u>	<u>Markesan</u>
Type of District	Common	Common
Grades Taught	K4-12	K4-12
Area in Square Miles	83.64	177.8
CESA	5	6

2. 2022-23 RESIDENT ENROLLMENT				
	September 2022 Pupil Count		Summer 2022 Pupil Count	
	<u>Cambria-Friesland</u>	<u>Markesan</u>	<u>Cambria-Friesland</u>	<u>Markesan</u>
Summer School F.T.E.			8	18
Pre-K / Kind	43	92		
Grades 1-12	296	700		
<b>District Total</b>	<b>339</b>	<b>792</b>		

3. 2022-23 ATTENDANCE CENTERS		
	Total Number of Centers	
	<u>Cambria-Friesland</u>	<u>Markesan</u>
Elementary	1	1
Intermediate		1
M.S./Jr. High		1
Academy		
Charter		
Middle/ High School	1	
High Schools		1
<b>District Total</b>	<b>2</b>	<b>4</b>

<b>4. 2022-23 STAFF INFORMATION</b>						
	<u>District F.T.E.</u>		<u>District Pupil/Staff Ratio</u>			
	<u>Cambria-Friesland</u>	<u>Markesan</u>	<u>Cambria-Friesland</u>	<u>Markesan</u>	<u>STATE</u>	
Licensed Instruction	35.93	68.05	8.54	11.45	69509.45	11.84
Administrative	3.90	3.54	78.72	220.06	4472.89	183.95
Aides/Support/Other	27.90	37.34	11.00	20.86	39208.50	20.99
<b>District Total</b>	<b>67.73</b>	<b>108.93</b>	<b>4.53</b>	<b>7.15</b>	<b>113190.84</b>	<b>7.27</b>

<b>5. MEMBERSHIP</b>		
(Membership is resident enrollment adjusted for full-time equivalency.)		
	<u>Cambria-Friesland</u>	<u>Markesan</u>
2022-23 Membership (Used for 2022-23 October Aid Certification)	355	837

<b>6. DISTRICT VALUATION INFORMATION</b>		
	<u>Cambria-Friesland</u>	<u>Markesan</u>
Fall 2022 Tax Apportionment Value (TIF-OUT Valuation)	\$ 262,553,726	\$ 817,981,335
Fall 2022 Value Per FTE Member (Using 2022-2023 Membership)	\$ 739,588	\$ 977,278

<b>7. 2022-23 ANNUAL TOTAL EXPENDITURES</b>		
	<u>Cambria-Friesland</u>	<u>Markesan</u>
FUND 10 - General	\$ 7,117,545	\$ 11,563,792
FUND 38- Debt Service	\$ 117,230	\$ 105,863
FUND 39- Debt Service	\$ -	\$ -
FUND 80 - Community Service	\$ -	\$ 95,572

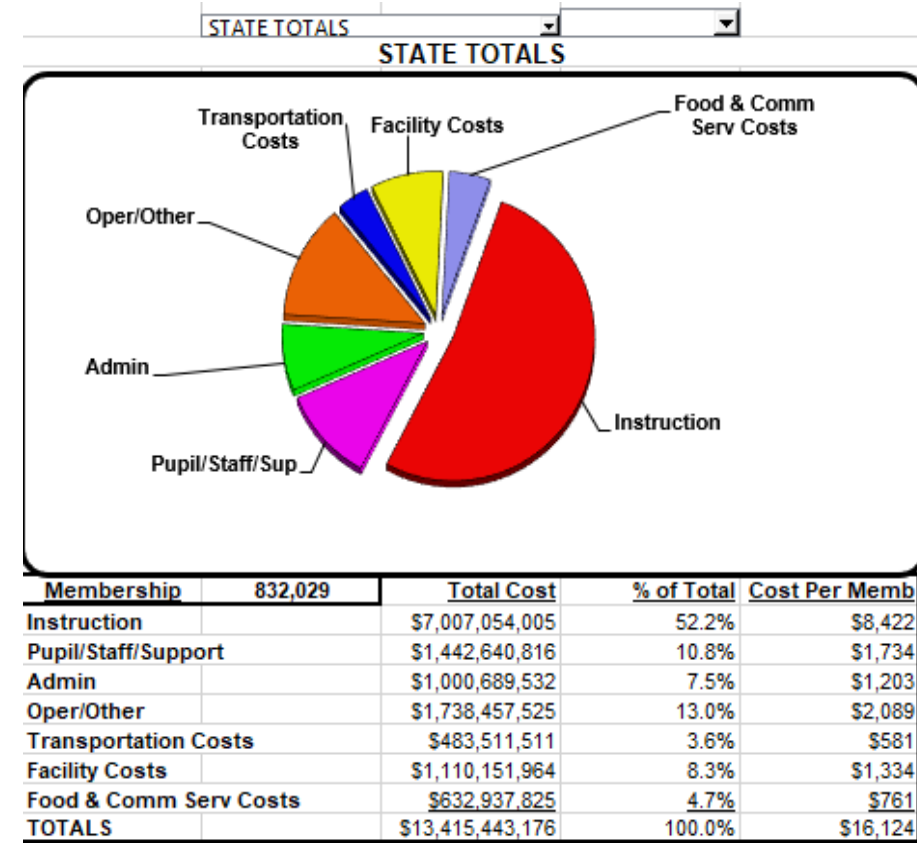
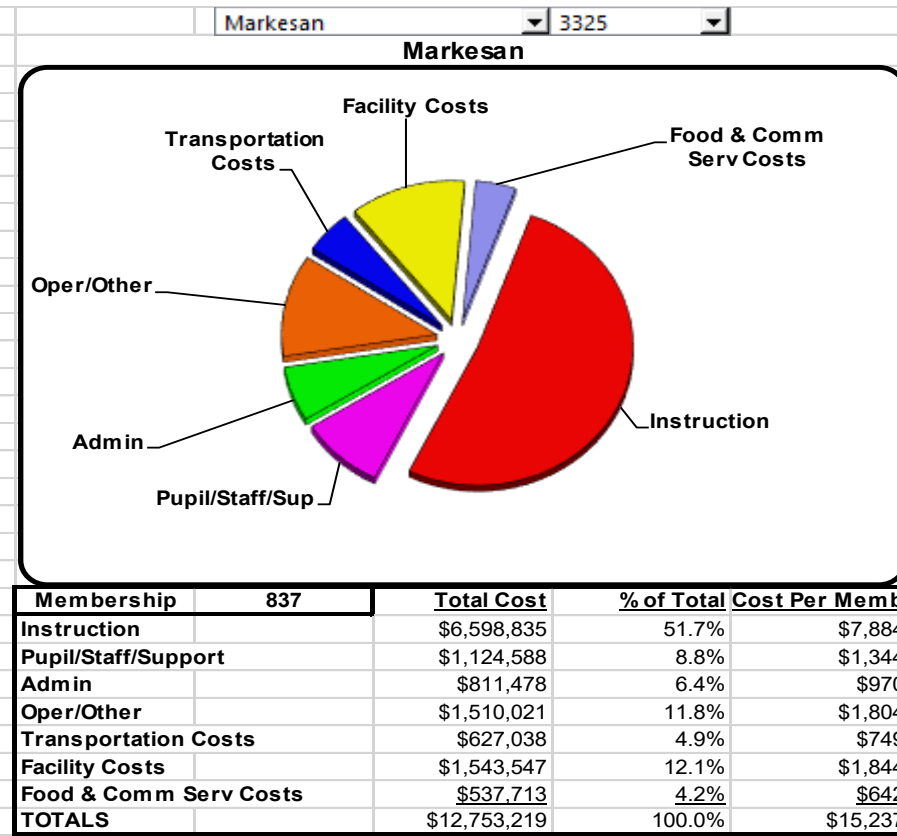
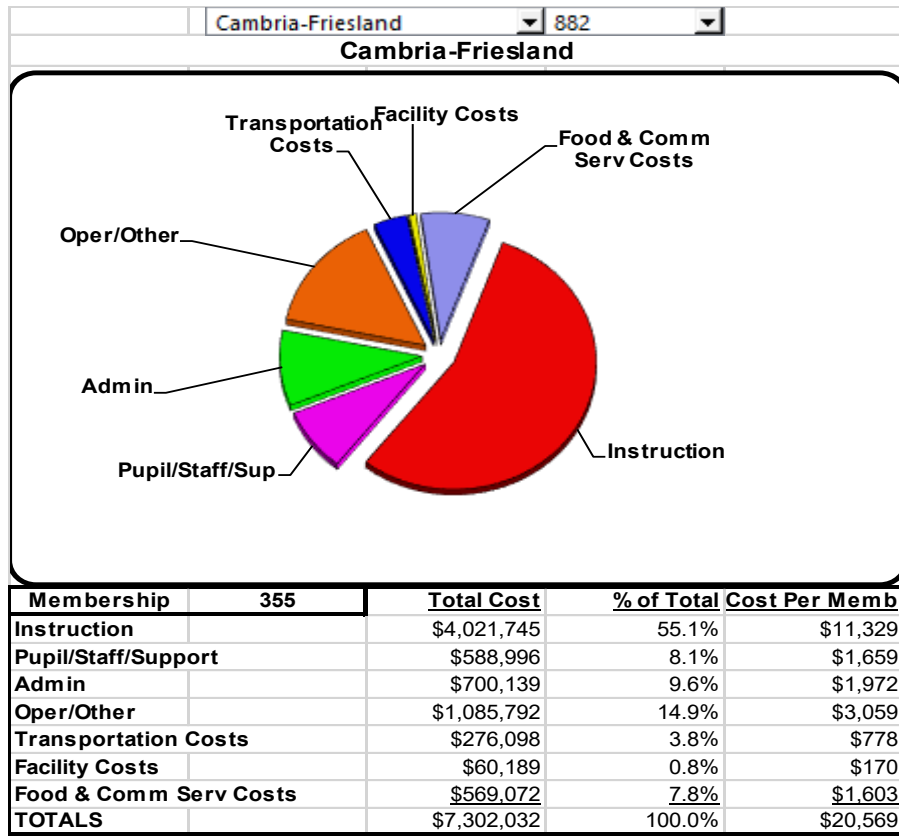
<b>8. 2022-23 EQUALIZATION AID</b>		<b>(2022-2023 October Certification)</b>	
(Based on 2021-2022 Expenditures & Membership)			
	<u>Cambria-Friesland</u>		<u>Markesan</u>
<b>Equalization Aid</b>	\$ 2,483,407		\$ 4,574,440
<b>Equalization Aid/Member</b>	\$ 6,996		\$ 5,465

<b>9. LONG-TERM INDEBTEDNESS &amp; BORROWING POWER</b>			
(As of October 2022)			
	<u>Cambria-Friesland</u>		<u>Markesan</u>
Total Potential Borrowing Power	\$ 26,255,373		\$ 82,821,844
Long-Term Indebtedness	\$ 484,888		\$ 385,000
Remaining Borrowing Power	\$ 25,770,485		\$ 82,436,844
Percent of Borrowing Power Remaining (%)	98.15%		99.54%
(Using 2022 TID-IN Valuation)	\$ 262,553,726		\$ 828,218,435

<b>10. FALL 2022 SCHOOL TAX LEVY</b>			
	<u>Cambria-Friesland</u>		<u>Markesan</u>
FUND 10 - General	\$ 2,832,230.00		\$ 4,529,949.00
FUND 38 Non-Referendum Debt	\$ 117,230.00		\$ 104,513.00
FUND 39 - Debt Service	\$ -		\$ -
FUND 41 - Capital Expansion	\$ -		\$ 100,000.00
FUND 80 - Community Service	\$ -		\$ 92,000.00
Prior Year Tax Chargebacks	\$ -		\$ -
<b>Total Tax Levied (ALL FUNDS)</b>	<b>\$ 2,949,460.00</b>		<b>\$ 4,826,462.00</b>
<b>Total Tax Levy Rate (Mill Rate)</b>	<b>11.23</b>		<b>5.90</b>

<b>11. 2022-2023 ACADEMIC COURSE OFFERINGS</b>	
Master teaching schedule for the high school has been provided by each school district. Schedules can be found under each district's tab.	

# Multi-District Comparative Cost Comparison Using Audited 2021-22 Annual Data\*



\* Beginning with 2012-13, data for the Norris School District, a K-12 reform school, is excluded.



February 2, 2023

School District Boundary Appeal Board  
125 South Webster Street  
Madison WI 53703

Pursuant to PI 2.05(4), Wis. Admin. Code, I hereby appoint Kathy Fry secretary of the School District Boundary Appeal Board. In this capacity, Kathy Fry will serve as non-voting chair of the School District Boundary Appeal Board Panel.

Sincerely,

A handwritten signature in blue ink that reads "Jill Underly".

Jill K. Underly, PhD  
State Superintendent





WISCONSIN DEPARTMENT OF  
**Public Instruction**

Jill K. Underly, PhD, State Superintendent

April 3, 2024

RE: Appointment

Pursuant to Wis. Admin. Code § PI 2.05(4), I appoint Kathleen Fry as the non-voting chair and secretary to assist each of the following Appeal Panels that have been convened to hear appeals filed with the School District Boundary Appeal Board.

- 2024-01: Jefferson – Oconomowoc
- 2024-04: Stoughton – Oregon
- 2024-07: Reedsville – Denmark
- 2024-08: Palmyra-Eagle – Mukwonago
- 2024-10: Reedsville – Wrightstown
- 2024-11: Durand – Eau Claire
- 2024-13: Cambria-Friesland – Markesan
- 2024-16: Fall Creek – Altoona
- 2024-18: Iowa-Grant – Mineral Point
- 2024-19: West Allis-West Milwaukee – New Berlin
- 2024-27: Eau Claire – Fall Creek
- 2024-30: Poynette – Lodi

I further delegate to Kathleen Fry any additional duties under Wis. Admin. Code ch. PI 2 for which I am responsible in connection with the Appeal Panels identified above, including, but not limited to: appointing Board members to sit on each Appeal Panel; setting a time and place for each Appeal Panel to meet; and any notification to school districts and other interested parties regarding each Appeal Panel.

DocuSigned by:

*Carey Bradley*

568774090E26487

Carey Bradley

Chair, School District Boundary Appeal Board