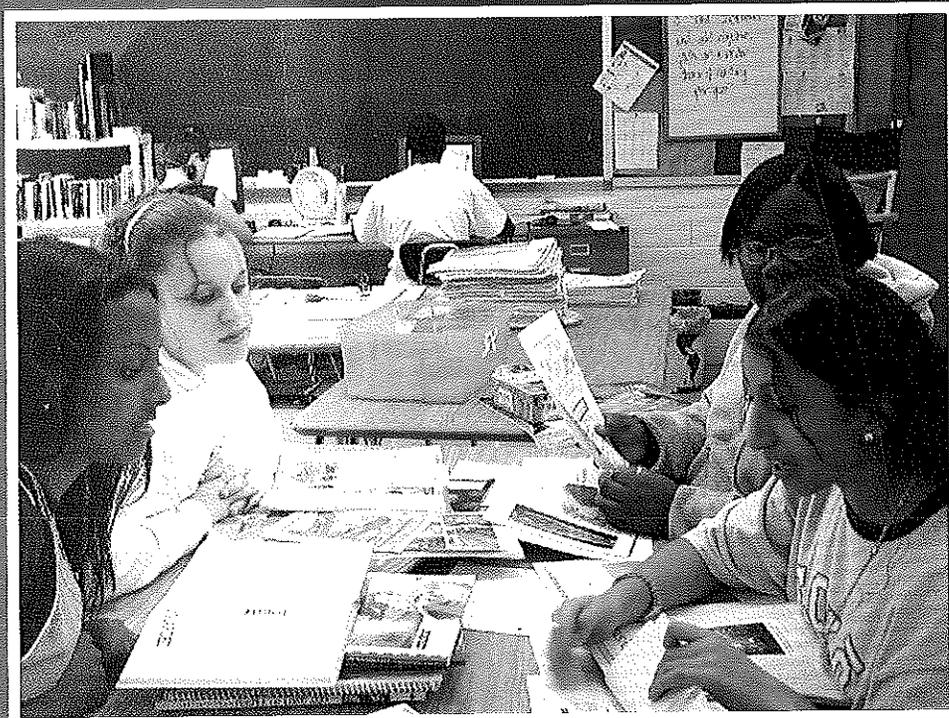

Wisconsin Charter Schools

◆ 2003-2004 ◆



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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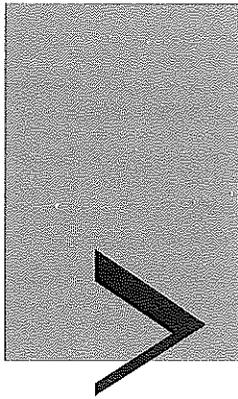
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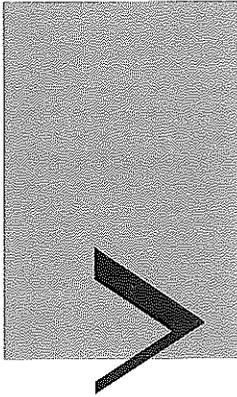
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Foreword

Wisconsin is well known for its educational innovation, and the state's charter schools are no exception. Charter schools are public schools that are accountable to their authorizer and local citizens. They must employ DPI-certified staff and participate in the state assessment system. Wisconsin charter schools are open to all students and are encouraged to be innovative and creative in their approach. The result has produced more educational options for parents and their children.

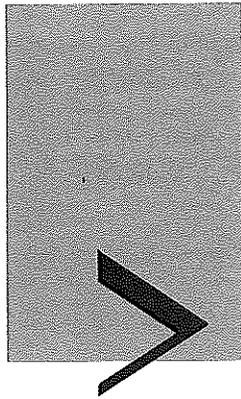
As state superintendent, I am bringing Wisconsin residents around a New Wisconsin Promise to ensure that every child has the opportunity for a quality education with the specific goals of lifting the level of achievement for all students and closing the achievement gap. Wisconsin charter schools are part of our overall public education efforts to accomplish these crucial goals.

The number of charter schools in Wisconsin has grown steadily since the inception of the charter school law in 1993. This publication provides a description of existing charter schools and demonstrates agency accountability for informing the public, legislators, and persons interested in the schools. Our department goal is to "disseminate best or promising practices of charter schools to each local educational agency in the state."

Elizabeth Burmaster
State Superintendent







Introduction

Charter School \chär-tər skül\ n : A public school that: (1) in accordance with an enabling state statute is exempt from significant state or local rules; (2) is created by a developer as a public school; (3) provides a program of elementary or secondary education, or both; (4) is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution; (5) does not charge tuition; (6) complies with federal law; (7) admits students on the basis of a lottery if more students apply for admission than can be accommodated; (8) agrees to comply with the same federal and state audit requirements as other elementary and secondary schools in the state; (9) meets all applicable federal, state and local health and safety requirements; and (10) operates in accordance with state law.

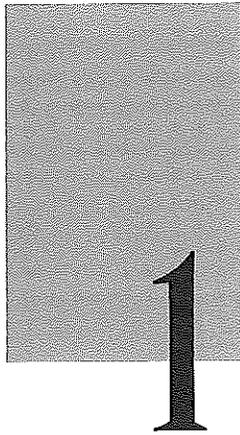
Charter schools are public, nonsectarian schools created through a contract or “charter” between the operators and the sponsoring school board or other chartering authority. The Wisconsin charter school law gives charter schools freedom from most state rules and regulations in exchange for greater accountability for results. The charter defines the missions and methods of the charter school; the chartering authority holds the school accountable to its charter.

Charter schools are created with the best elements of regular public schools in mind. Wisconsin established charter schools to foster an environment of creativity. Charter schools are, in essence, living laboratories that influence the larger public school system and introduce an element of entrepreneurship within that system. Charter school leaders may experiment with different instructional theories, site-based management techniques, and other innovations. They learn, sometimes by trial and error, what works best for their student population. Regular schools can observe and learn from what happens in the charter school and make similar improvements without having to experience “growing pains.” Through this process, the entire public school system is continually challenged to improve itself.

Charter schools are developed to fit the special needs and interests of its community, parents, and students. This is what makes each charter school unique. While many goals for educating and preparing children are similar, each charter school fulfills a specific local need in education. Charter schools offer a choice to parents and students in the area of curriculum, teaching methodology, and classroom structure. Many who serve at-risk populations work hard to keep their small population of students from falling through the cracks, offering counseling and personal atten-

tion and support. In districts with charter schools, the community, school boards, and parents have identified their public education needs and established charters that meet them.

Again, charter schools are public schools. They are freed from most state rules and regulations in exchange for greater accountability for results.

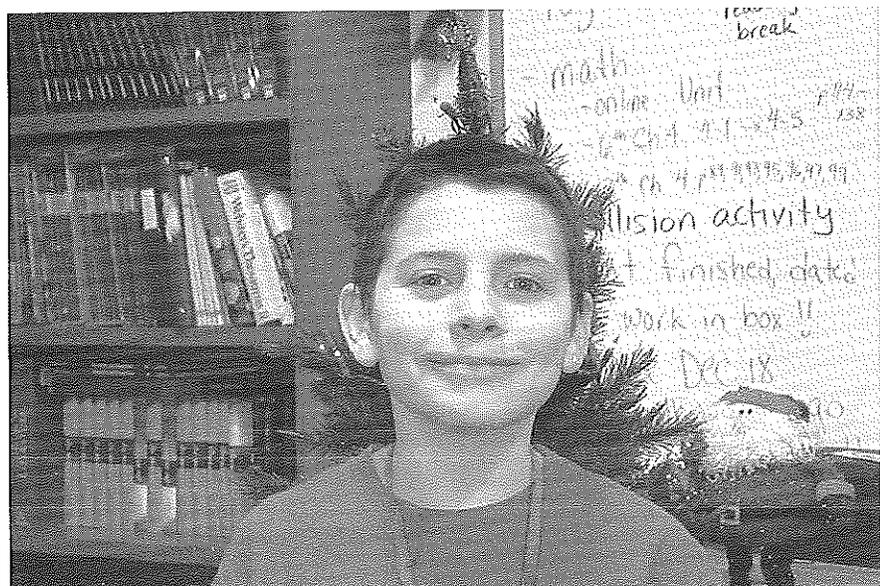


Wisconsin Charter Schools

- History of Charter School Law
- Sponsorship
- Legal Status
- What Charter Schools Can and Cannot Do
- Organization and Governance
- Teaching Requirements
- Funding
- Accountability

History of Charter School Law

The Wisconsin Charter Program was established in 1993 with authorization for 10 school districts to establish up to two charter schools each, for a total of 20 statewide. Thirteen charter schools were created under this law. In 1995, revisions to the first charter school law gave chartering authority to all school boards statewide and eliminated the cap on the total number of charter schools. In 1997, the state legislature made another revision to the law. This revision gave chartering authority in Milwaukee to the chancellor of the University of Wisconsin–Milwaukee (UW–Milwaukee), to the Milwaukee Area Technical College (MATC), and to the Common Council of the city of Milwaukee.



In the 1998 budget adjustment session, the state legislature made additional changes to the law, allowing for a school district to contract with a cooperative educational service agency (CESA) to operate a charter school as long as it is located within the CESA. Another change requires that a school board receiving a petition to establish a charter school or to convert a nonsectarian private school to a charter school must hold a public hearing on the matter and must consider the fiscal impact of the charter's establishment. A final change requires the school district in which a charter school is located to determine whether the charter school is an instrumentality of the school district. (Instrumentality is defined in the section titled "Legal Status" later in this chapter.)

The changes that occurred in the 1999–2001 biennial budget revolved around Milwaukee per-pupil aids and statewide assessments. In the 2001–2003 budget bill, limited chartering authority was granted to the University of Wisconsin–Parkside (UW–Parkside). (See appendix B for specific language.)

Sponsorship

School boards in Wisconsin are the primary charter school authorizer in Wisconsin. The Milwaukee Common Council, UW–Milwaukee, MATC, and UW–Parkside also have chartering authority. With the exception of UW–Parkside, each may establish, sponsor, and operate an unlimited number of charter schools. The chartering entity reviews submitted petitions and reserves complete discretion in granting or denying a petition. The chartering entity must give preference to an applicant who would establish a charter school to serve an at-risk student population. No state appeals process exists for denied petitions; in Milwaukee, denied petitioners may appeal to the Wisconsin Department of Public Instruction (DPI).

Legal Status

In school districts, the school board may determine whether the charter school is an instrumentality of the school district in which it is located. If the board deems it an instrumentality, the district employs all personnel for the charter school. If the board determines that the charter school is not an instrumentality, the personnel are considered employees of the charter school.

Although some charter schools are identified as an instrumentality of the district, the word instrumentality is not defined in the charter school law and has had limited use in Wisconsin. The word was initially included in the charter law to ensure continuing eligibility of charter school teachers in the Wisconsin Retirement System. Instrumentality as used in the retirement law defines the employer, making it clear that the employing school district is the entity responsible for worker's compensation, insurance, unemployment compensation, employee insurance and benefits, liability for acts of school staff members, and so forth.

A charter school in Milwaukee that receives its charter from the Milwaukee Common Council, UW–Milwaukee, or MATC is not an instrumentality of the Milwaukee Public Schools, and the school board may not employ any personnel for the charter school. However, if the Milwaukee Common Council contracts with an individual or group operating for profit to operate the school, then that charter school is an instrumentality of the Milwaukee Public Schools; the board of education will then employ all personnel for the charter school. If the chancellor of UW–Parkside contracts for the establishment of a charter school, the board of regents of the University of Wisconsin System may employ instructional staff for the charter school.

What Charter Schools Can and Cannot Do

Charter schools in Wisconsin are exempt from most state requirements regarding public education. However, teachers in charter schools must be licensed by the DPI. (See appendix A, "Teaching Requirements for Charter Schools.") Also, students in charter schools may be counted for membership in the local school district. State law provides that the charter or contract under which the school operates may be for any term not exceeding five years and may be renewed for one or more terms, each term again not exceeding five years. This law also stipulates that the charter must describe the methods the school will use to enable pupils to attain the general educational goals listed in § 118.01. Health and safety requirements, of course, apply to charter schools as well as to all Wisconsin public schools.

Charter schools are not exempt from federal laws governing regular, special education, or civil rights policies, nor are they exempt from local school board policies unless negotiated in district contracts. This last provision does not pertain to noninstrumentality charter schools. For specific information regarding special education, see <http://www.dpi.state.wi.us/dpi/dlsea/een/index.html>.

A charter school cannot charge tuition and must be equally accessible to all students in the school district. Preference in admission must be given to students living within the attendance area of an existing school that is converted to a charter school. Nonresident students may enroll in a district and be assigned to a charter school under the Wisconsin public school open enrollment program.

Charter schools may not discriminate on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. The charter school contract must clearly spell out how the school will achieve a racial and ethnic balance among its pupils that reflects the balance in the school district as a whole.

Attendance at a charter school must be voluntary, and the district must provide alternative public education for pupils who do not wish to attend the charter school or who are not admitted to the charter school. This provision also applies should a school board enter into a contract that would result in the conversion of all the public schools in the district to charter schools.

Charter schools receiving federal grant funds are subject to the Non-regulatory Guidance of the Public Charter Schools Program of the U.S. Department of Education. This guidance clearly spells out admission and lottery requirements.

Organization and Governance

Charter schools are free to be creative in setting up their administration and governance structures, so long as parental involvement is demonstrated. Many charter schools break from traditional management models by establishing decision-making boards that include school staff, parents, and area employers. Others have parent and teacher committees that address school needs, such as fund-raising and the budget. Others include student representatives in their governing bodies.

Parental involvement and participation are hallmarks of charter schools. Although many parents readily volunteer, parental service may not be made a condition of pupil admission.

In many school-within-a-school charters, the administrative structures are similar to traditional public school administrations because districts

share resources such as transportation, food service, accounting and payroll, libraries, special education programs, and special classes such as art, music, and physical education.

Teaching Requirements

Generally, the DPI licenses teachers in specific subject areas and at specific grade levels. To give charter schools more flexibility in their staffing, the DPI has created a charter school teaching license to allow licensed teachers to teach any subject or any grade in the charter school. Charter schools can also employ other professionals who are not trained as teachers by using a DPI-issued charter school teaching permit. Applicants for the charter school teaching permit must have either a bachelor's degree in the subject area to be taught or in a related field or formal proof of mastery in the trade they are assigned to teach. Permit holders must be supervised by a fully licensed teacher.

The chief administrator of the chartering authority may request that a charter school teaching permit be granted to an individual hired to perform instructional duties if a search for a qualified, licensed individual is unsuccessful. The charter school teaching permit is valid for one year and can be renewed if the applicant completes six credits in an approved teacher education program. For additional information on charter school teacher licensure, please see the Wisconsin Administrative Code in appendix A or contact Teacher Education and Licensing at the DPI.

Teachers in regular public schools are normally members of the teachers union and are afforded the rights and privileges of the master contract, including enrollment in the Wisconsin Retirement System. The same is true for staff members of a charter school that is formed by and is an instrumentality of the school district.

The staff members of noninstrumentality charter schools, as noted, are not employees of the school district or chartering authority. Thus they are not eligible to participate in the Wisconsin Retirement System and are not members of the local teachers union.

Funding

Approximately two-thirds of the money that funds K-12 education in Wisconsin comes from state funds raised primarily through state income and sales taxes. The remaining one-third comes from other sources, including property taxes, federal aid, and local fees.

In schools chartered by a school district, the contract or charter determines the amount of funding. In some cases, the district's per-pupil expenditure follows the student as he or she moves from a regular public school to a charter school. In other cases, the charter school functions with less money. This is made possible by locating the charter school within an existing district facility, sharing management costs with the school district, and participating in district services such as transportation, operation, cocurricular activities, psychological services, and food service. The school district counts charter school students on its regular "average daily membership" count for state aid purposes.

In schools chartered by the city of Milwaukee, UW-Milwaukee, MATC, or UW-Parkside, the amount of funding is determined by state law. Specifically, the law provides that state aid in the amount of the previous year's shared cost per member will be deducted from state aid to the Milwaukee Public Schools and paid directly to the operator of charter schools that are authorized by UW-Milwaukee, MATC, or the city of Milwaukee.

The total amount is based on the number of eligible students attending the charter school.

Several charter schools have received grants and gifts from community, state, and national organizations; foundations; businesses; and private individuals.

Public Charter Schools Program grants also help in the planning and implementation of charter schools in Wisconsin. Grant funds may be used for planning and implementation activities such as professional development, assessment strategies, curriculum development, and investments in technology; in some cases, a reasonable amount may be used in the renovation of facilities to bring them up to health and safety codes. Grants may generally be used to defray costs not covered by state and local funds, but they may not be used for regular ongoing operational costs of the charter school, such as teacher or staff salaries, facilities, or transportation of students.

The Wisconsin DPI received a three-year Public Charter Schools Program grant from the U.S. Department of Education covering the period October 1, 1996, through September 30, 1999. Total funds received in the state exceeded \$6.4 million during the three-year period. Ninety-five percent of those funds were immediately awarded in subgrants to charter school planning groups and in start-up funds to charter schools open to serve students. The grant was reauthorized October 1, 1999, through September 30, 2002, with the third-year funding authorization rising from \$4.4 million to \$8.75 million. The DPI has been authorized to receive \$26.9 million for the 2002–2005 federal budget period. Information regarding the grant program and application forms may be obtained from the charter school Web site at <http://www.dpi.state.wi.us/dpi/dfm/sms/csindex.html>.

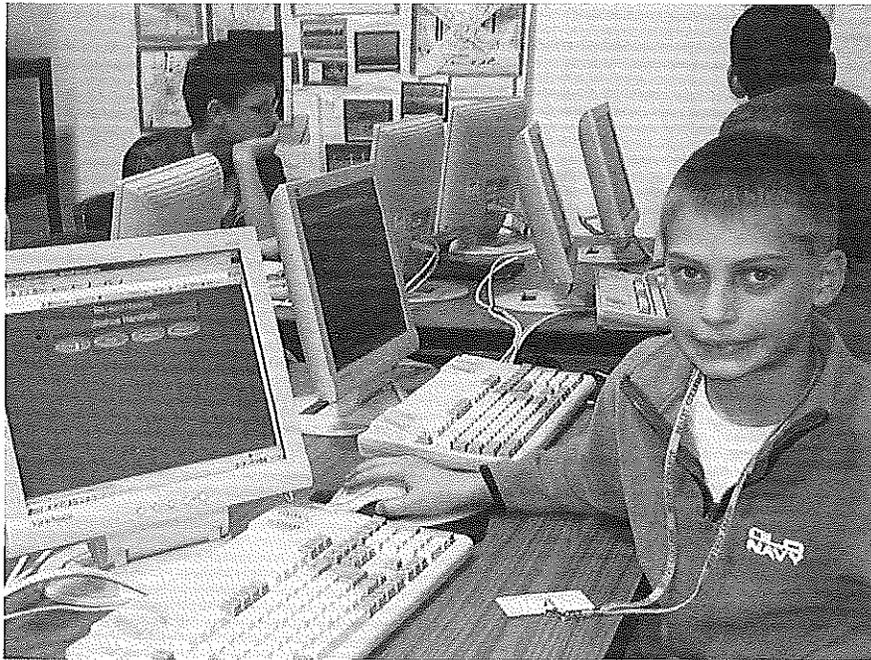
Wisconsin's public school districts are operating under strict revenue limits. Therefore, the more successful charter schools are those that have used the flexibility of teacher licensing and the relief from state regulation to operate as an "alternative delivery system," teaching district students without adding a significant number of new staff members.

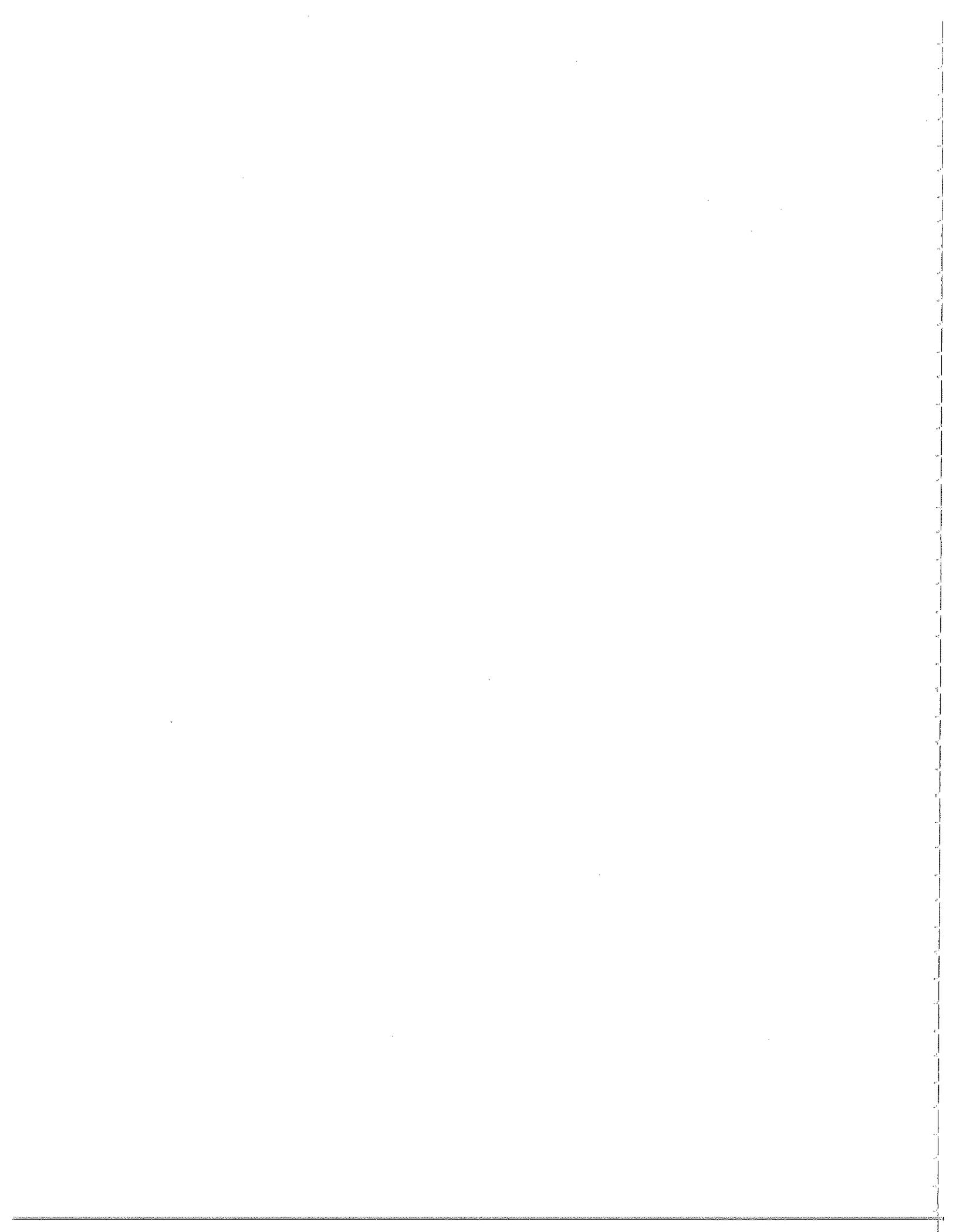
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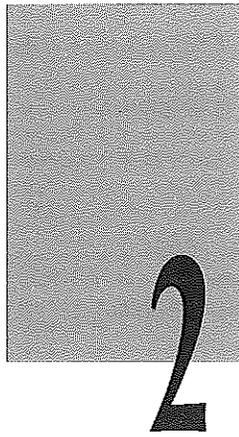
Charter schools are assigned individual school codes by the DPI. A charter school is a public school that is exempt from many traditional state and local rules and regulations, thus allowing greater flexibility in their means for achieving student success. In exchange for this flexibility, charter schools are held accountable for reporting the achievement of the high academic standards described in their charters. A charter school that fails to meet these standards risks being closed by its chartering agency; hence the motto of charter schools—"autonomy for accountability."

Pursuant to Wisconsin law, a charter may be granted for any term not exceeding five school years and may be renewed for a term not exceeding five years. A charter may be revoked if the chartering entity finds that the charter school violated its contract or failed to comply with generally accepted accounting standards of fiscal management, or if enrolled pupils failed to make sufficient progress in attaining educational goals.

The best charter schools in Wisconsin and across the country balance clear educational goals and expectations with their unique styles and missions. These schools and their chartering entities draw up written agreements specifying the measurable pupil performance indicators they will use and what constitutes progress sufficient to renew the charter. These agreements call for regular reports to the developer and are in place prior to the time the school opens.







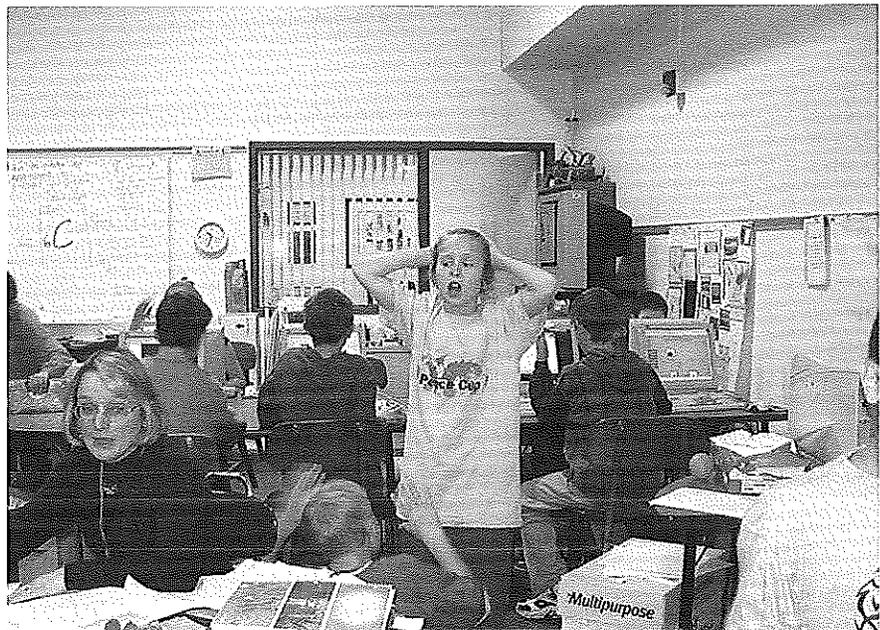
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84. University of Wisconsin—Milwaukee, Milwaukee Academy of Science
85. University of Wisconsin—Milwaukee, The Milwaukee Urban League
Academy of Business and Economics
86. University of Wisconsin—Milwaukee, School for Early Development
and Achievement
87. University of Wisconsin—Milwaukee, YMCA Young Leaders Academy
88. Monona Grove Alternative High School
89. Monroe Alternative Charter School
90. Neillsville, Clark County Alternative Charter School
91. New Lisbon, Juneau County Charter School
92. New London, CASTLE Learning Center
93. Oconto Falls Alternative Learning Site
94. Oconto Falls, Spruce School
95. Omro, Enterprise Charter School
96. Oshkosh, EAA and Oshkosh Schools Third-Grade Aviation Charter
School
97. Parkview Charter School
98. Portage Academy of Achievement

99. Portage, River Crossing Charter School
100. Prairie du Chien, Eastman Community Home Organization Elementary School
101. Racine, McKinley Middle Charter School
102. Racine, The REAL School
103. Racine, University of Wisconsin–Parkside, The 21st Century Preparatory School
104. Rice Lake, Barron County Alternative School
105. Richland Center, Comprehensive Learning Center
106. River Falls Montessori Charter Academy
107. River Falls Renaissance Alternative Charter School
108. St. Francis, Horizon Academy
109. South Milwaukee, Connects Learning Center
110. Sparta Charter Preschool
111. Sparta High Point School
112. Stevens Point, Concerned about Reaching Everyone
113. Stevens Point, Education for a Sustainable Development
114. Stevens Point, Jackson Environmental Discovery Center
115. Stevens Point, McDill Academies
116. Stevens Point, McKinley Center
117. Stevens Point, Wisconsin River Academy
118. Sturgeon Bay, Door County Charter School
119. Sun Prairie Alternative High School
120. Sun Prairie, Dane County Transition School–Sun Prairie and Madison—Closed 2004
121. Trevor Accelerated Program
122. Verona, Core Knowledge Charter School
123. Verona, New Century School
124. Viroqua, Laurel High School
125. Viroqua, Vernon County Area Better Futures High School
126. Waukesha, Harvey Phillip Alternative Charter School
127. Waukesha, Project Change–A Recovery School
128. Waupun Alternative High School
129. Wausau, Star Bright Charter School
130. West Allis–West Milwaukee, CESA 1 Academy of Learning
131. Weyauwega–Fremont, Waupaca County Charter School
132. Wisconsin Dells, Kilbourn Academy
133. Wisconsin Rapids, River Cities High School—Closed 2003



Est. 1999
Closed 2002

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Antigo, WI 54409
Judi Ingison
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jing@antigoschools.k12.wi.us

Unified School District of Antigo
Lance Alwin, District Administrator
120 South Dorr Street
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(715) 627-4355
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1. Antigo, Chrysalis Elementary Charter School

Chrysalis Elementary Charter School commenced operations on December 6, 1999, and closed at the end of the 2001–2002 year.

The Chrysalis Elementary Charter School originated with the successful implementation of a grade 7–12 charter. Parents of grade 7–12 students and others in the community expressed interest in the formation of an elementary-level charter dedicated to similar ideals. The mission of the school was to provide personalized thematic instruction that included computer technology in fine arts education. Educational strategies were designed to address the needs of diverse learners, incorporate knowledge of multiple intelligences, and provide greater opportunities for application of learned concepts.

Three objectives were outlined to assist the school in meeting its goal:

1. to refine the school's thematic curricular program to meet diverse student learning needs
2. to acquire necessary instructional equipment and materials that will support successful implementation of the curriculum
3. to engage in ongoing dialogue with parents of elementary-age children to identify and develop strategies to address their unique learning needs

2. Antigo, Chrysalis Family Charter School

The Chrysalis Family Charter School opened its doors in December 1998 to serve 10 students in grades 7–12 and closed its doors in June 2002. The school emerged as a hybrid between home schooling and public schooling and was designed by parents, community members, and educators. Using learner needs as a guide, the team created a list of educational strategies that incorporated the science of learning.

The charter school targeted students who were not currently enrolled in school and who sought personalized education. The staff recognized the uniqueness of each child and developed educational plans respectful of individual needs, skills, goals, and interests.

To meet these goals, the charter school designed its program around five major program components: academics emphasizing technology, community-service learning, community mentor projects, walkabouts, and character education.

Est. 1998
Closed 2002

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3. Antigo, Lily Community Charter School

The Lily Community Charter School, which served students in grades K–6, opened in 2000 and closed in June 2002. There were two full-time teachers, with a grade K–2 room and a grade 3–6 room. The educational delivery system featured team teaching, cooperative learning, and individualized programming in an inclusive setting.

Programming was available for preschoolers as well as adults and senior citizens as part of the total community school concept. The school was open to students outside the current Lily attendance area in the Antigo School District and in other school districts through open enrollment.

Est. 2000
Closed 2002

N7526 School Road
Lily, WI 54491
Sandra Gallagher
(715) 484-3030
sgallagh@antigoschools.k12.wi.us

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Lance Alwin, District Administrator
120 South Dorr Street
Antigo, WI 54409
(715) 627-4355
lalwin@antigoschools.k12.wi.us

4. Appleton Central Alternative School

Est. 1996

120 East Harris Street
Appleton, WI 54912-2019
LuAnn Coenen
(920) 832-6132
coenenluann@aasd.k12.wi.us

Gregory Bretthauer
(920) 832-6136
bretthauergreg@aasd.k12.wi.us

Appleton Area School District
Dr. Thomas Scullen, District Administrator
P.O. Box 2019
Appleton, WI 54912-2019
(920) 832-6126
scullenthomas@aasd.k12.wi.us

Appleton Central Alternative School serves 111 at-risk youths in grades 10–12. These students have problems that cannot be addressed in a traditional school setting or its at-risk programs. Appleton Central provides an alternative method of continued learning in an atmosphere that is sensitive and suited to the intellectual, physical, and social development of the students. Students get a clear explanation of the expectations and a new opportunity to practice, learn, and perform.

Appleton Central has taken on a health focus in recent years. After developing a successful physical nutrition program with Natural Ovens Bakery in Manitowoc, the school has added components that deal with emotional and mental health as well. The school strives to make mental, physical, and emotional health integral parts of its educational offerings to severely at-risk youth.

5. Appleton, Classical Charter School

Est. 1999

3310 North Durkee Street
Appleton, WI 54911
Constance Ford
(920) 832-4968
fordconstance@aasd.k12.wi.us

Appleton Area School District
Dr. Thomas Scullen, District Administrator
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The Classical Charter School opened in 1999 to serve students in grades K–8. The school's curriculum emphasizes early foreign language development, core knowledge, and direct instruction.

The school also emphasizes character development and a discipline model based on student awareness of their behavior, reasonable rules, and realistic consequences.

The school is governed by a site-based council.

6. Appleton Community Learning Center

Est. 2000

120 East Harris Street
Appleton, WI 54912-2019
LuAnn Coenen
(920) 832-6132
coehenluann@aasd.k12.wi.us
Gregory Bretthauer
(920) 832-6136
bretthauergreg@aasd.k12.wi.us

Appleton Area School District
Dr. Thomas Scullen, District Administrator
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The Appleton Community Learning Center is a developmentally responsive charter school for middle school adolescents, ages 12 through 15, providing individualized learning in an alternative setting for adolescents seriously at risk of dropping out of school. It also provides student and parent programs that aim to reduce family stress, develop closer bonds, and enhance parenting skills while addressing other issues based on individual needs.

This highly structured personalized training program for middle school students and their parents has specific and measurable objectives, including building self-esteem; developing academic and social skills; and promoting character development, parenting skills, family bonding, and drug- and crime-avoidance techniques. The student and parent programs take place during the school day and in the evening. There is an expectation that parents will be active participants in their child's educational program. Participation includes monthly parent meetings and periodic teacher conferences. Staff members work closely with students' families to encourage follow-through of any suggested recommendations. In addition, the Appleton Community Learning Center offers students ongoing activities to increase their social competence, interpersonal skills, and self-esteem. The school helps develop good citizenship by providing opportunities for service learning.

7. Appleton eSchool

Est. 2002

2121 Emmers Drive
Appleton, WI 54915
Connie Radtke
(920) 832-1744
radtkeconstanc@aasd.k12.wi.us

Appleton Area School District
Dr. Thomas Scullen, District Administrator
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Appleton, WI 54912-2019
(920) 832-6126
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Appleton eSchool, a virtual charter high school, uses the potential that computers and the Internet offer to extend online educational opportunities for students and to develop their capabilities as independent learners. Appleton eSchool uses new and emerging technologies, standards-driven curriculum, and experienced local teachers to provide high-quality high school course options "Any Time, Any Place, Any Path, Any Pace," as stated in the Florida Virtual School motto. Appleton eSchool is extending this educational opportunity to any district student, grades 9–12, interested in pursuing online course options. Special efforts will be made to attract students from at-risk populations who have not graduated and are not currently engaged in academic endeavors, as well as those who are not experiencing success or are marginally successful in their current educational environment.

The core goals of Appleton eSchool are as follows:

1. Increase student achievement and diploma completion rates: 30–40 students, particularly those who may not currently be actively engaged or who are minimally engaged in their academic development, including those with disabilities, will have the opportunity to complete online courses that will provide credits toward high school graduation requirements and build their basic skills to improve their performance based on the Wisconsin Model Academic Grade Performance Standards for core content areas and the Wisconsin Information and Technology Literacy Standards.
2. Increase quality curriculum options for students: to increase student access to curriculum that integrates technology into teaching and learning, building basic skills, and offering them the opportunity to master the content and processes of the Wisconsin Model Academic Performance Standards in a flexible environment that is neither time nor place dependent and meets the needs of the individual student.
3. Increase staff knowledge base and pedagogy related to online teaching and learning: to build the capacity of teachers to successfully facilitate student access to, and use of, online standards-based instructional options.

8. Appleton, Odyssey-Magellan Charter School

Est. 2000

225 North Badger Avenue
Appleton, WI 54914-3898
James Donnellan
(920) 832-6226
donnellanjames@aasd.k12.wi.us

Judith Baseman
(920) 832-6288
basemanjudith@aasd.k12.wi.us

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The Magellan Middle School opened in August 2000 with 20 seventh-grade students. In the 2000–2001 school year, the program expanded to include both seventh and eighth graders. In 2002–2003, the school expanded to include grades 5 and 6, and the name was changed to Odyssey-Magellan Charter School. The school is designed to meet the needs of middle school students who are highly gifted and who need fast-paced instruction and a more rigorous curriculum.

A detailed curriculum has been developed around five core subjects, with science, communication arts, and social studies being integrated as much as possible. This curriculum gives students a foundation for taking advanced course work at the high school.

Est. 2000

610 North Badger Avenue
Appleton, WI 54914
Stacey Otteson
(920) 832-6219
ottesonstacey@asds.k12.wi.us

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Appleton, WI 54912-2019
(920) 832-6126
scullenthomas@asds.k12.wi.us

9. Appleton, Renaissance School for the Arts

The Renaissance School for the Arts (RSA) provides students with a learning atmosphere in which immersion in the arts is the norm. Student artists develop the skills and attitudes that contribute to artistic understanding and learning through the arts. This arts-oriented approach to curriculum delivery recognizes the uniqueness of the individual while promoting artistic and academic excellence.

All courses are taught as college preparatory courses, with an option for the student who may not be college bound. The delivery of the academic curriculum in the charter school environment of the RSA is grounded in a combination of elements from the one-room schoolhouse, block scheduling, and Web-enhanced courses.

10. Appleton, Tesla Engineering Charter School

Est. 2002
2121 Emmers Drive
Appleton, WI 54915
Mary Hultgren
(920) 997-1399
hultgrenmary@asds.k12.wi.us

Sean Schuff
(920) 997-1399
schuffsean@asds.k12.wi.us
Appleton Area School District
Dr. Thomas Scullen, District Administrator
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The Appleton Area School District has taken the first step toward providing a new approach through a charter school that will emphasize instruction and activities for students interested in preparing for careers in engineering and other technical fields while strengthening their academic achievement. The charter status available to the Tesla Engineering Charter School allows for flexible instructional delivery. The students of Tesla receive their education through online courses, independent and team research activities, youth options, guest and adjunct lecturers, FIRST robotic competition (a national competition), and work-based learning, as well as the traditional educational delivery. The primary educational focus is to use mechanical engineering and electrical engineering as the vehicles to integrate skills in reading, writing, public speaking, math, science, and technology. The Tesla Engineering Charter School is located in Appleton East High School.

The knowledge and skills developed enable students of all levels to meet the challenges of state and local performance standards. Initially, 40 high school students, grades 10–12, enrolled in Tesla. Enrollment is projected to grow to 150 students in three years. This school is developed to allow students to move seamlessly from high school to the world-of-work or postsecondary educational options.

This charter school will create learning opportunities and direct links to industry and postsecondary education. Students desiring to move directly into industry will have the advantage of the established industry networking.

11. Appleton, Wisconsin Connections Academy

Est. 2002
Morgan Building
120 East Harris Street, Rm 211
Appleton, WI 54911
Nichole Schweitzer
(920) 993-7076
schweitzer@asds.k12.wi.us

Wisconsin Connections Academy (WCA) is a public school without walls. This school, an instrumentality of the Appleton Area School District, is the state's first virtual K–8 elementary school enrolling students from all across the state.

At the heart of WCA is a standards-based, print-rich curriculum. This comprehensive curriculum affords WCA students the ability to receive a quality education within an environment that is most conducive to their learning while parents enjoy a greater involvement in their child's educational life.

Technology is an integral part of the WCA program, from education to administration. As students advance through the upper elementary levels,

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opportunities to enhance their education through research and collaboration via proper use of technology will increase. Computer applications, written for the express use of WCA only, are used to track attendance and chart student progress to ensure program accountability. Technology in the form of e-mail, instant messenger, and discussion forums is used to enhance communication between the teachers, students, and families.

Wisconsin Connections Academy was chartered with the mission to help all students maximize their potential and meet the highest performance standards. This is accomplished through a uniquely individualized learning program that combines the best in virtual education with very real connections among students, families, teachers, and community.

12. Argyle, Lafayette County Community Charter School

Est. 2002
1300 Industrial Drive
Fennimore, WI 53809-9702
Jeanetta Kirkpatrick
(608) 822-3276

The Lafayette County Community Charter School serves students from the Argyle, Benton, Darlington, and Pecatonica School Districts. The School District of Argyle has granted the charter to the Lafayette County Community Charter School, which serves ninth and tenth graders from the four participating districts.

The Lafayette County Community Charter School was formed because many students in the four participating school districts are not excelling in the current educational environment. For the most part, current curricula are traditional, text-dominated, linear offerings. Not all students excel in this environment, especially those who are more visual and tactual in learning styles.

The goal of the Lafayette County Community Charter School is student excellence through community involvement, innovative, engaging curricula, and program flexibility. The school's education program uses a project-based, experiential curricula and individualized instruction. Instructors will also use a thematic approach when designing projects.

The school uses its flexibility as a charter school to provide a mix of classroom-based instruction and distance learning.

Argyle School District
Kelly Burhop, District Administrator
P.O. Box 256
Argyle, WI 53504-0256
(608) 543-3318
kellyb@argyle.k12.wi.us

13. Beaver Dam Charter School

Est. 1995
400 East Burnett Street
Beaver Dam, WI 53916
Don Smith
(920) 885-7312
smithd@beaverdam.k12.wi.us

Beaver Dam Charter School is a district-initiated school, serving up to 150 at-risk students in grades 7-12. In the charter school environment, these students seem to flourish. Attendance among students moving from the regular school to the charter school has improved from 54 percent to 80 percent.

Student admission is based on attendance records, academic records, and behavioral and psychological needs. Students may refer themselves or be referred by parents, employers, or friends.

The Beaver Dam Charter School's goal is to assist students in becoming valuable members of the community through three major program components: academics, personal and social skill development, and employability skills.

Beaver Dam School District
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705 McKinley Street
Beaver Dam, WI 53916
(920) 885-7300
buslerb@beaverdam.k12.wi.us

14. Beloit, Knight's Academy

Est. 1999
Closed 2003

1225 Fourth Street
Beloit, WI 53511

Twyla Johnson
(608) 361-3111
tjohnson@sdb.k12.wi.us

School District of Beloit
Dr. Bette Lang, District Administrator
Kolak Education Center
1633 Keeler Ave.
Beloit, WI 53511
(608) 361-4017
blang@sdb.k12.wi.us

Knight's Academy opened in 1999 with 45 students, ages 16–18. The charter school targeted credit-deficient students in high school for retention in school. The goal of the program was for students to develop positive attitudes about themselves, their abilities, and their future. The school closed in 2003.

Specific objectives of the charter school included helping students to master basic skills such as reading, writing, mathematics, and problem solving. Students were to master basic employability skills. To achieve these objectives, staff members used an alternative curriculum, instructional strategies, and methods of assessment that reflected an understanding of students' needs and how those needs affected the way they learned. Another objective was to promote family and community agencies as partners in learning.

15. Black Hawk, E*X*C*E*L* Charter School—South Wayne

Est. 2000
Closed 2003

202 East Center Street
South Wayne, WI 53587

Jerry Morjimer
(608) 439-5371
morjer@blackhawk.k12.wi.us

School District of Black Hawk
Thomas I. Wilkins, District Administrator
P.O. Box 303
South Wayne, WI 53587
(608) 439-5400
wiltom@blackhawk.k12.wi.us

The E*X*C*E*L* Charter School opened in 2000 to provide an alternative educational environment that was committed to meeting individual needs by enhancing students' self-respect through accountability, community involvement, and academics. The school closed in 2003.

The E*X*C*E*L* Charter School used a multigrade, cooperative learning approach to education. It was founded with the idea that children learn best when they are actively involved in the process. This school accepted students for grades 5–12 and was open to all types of learners. The only stipulation was that the child be willing to work independently toward agreed-upon goals. Students applied to the school and were accepted after an interview with both student and parents. The charter limited enrollment to 12 full-time students.

The charter school served as a school within a school for the high school students and students had the option of earning credits toward a regular Black Hawk High School diploma or toward an E*X*C*E*L* Charter School diploma.

16. Colfax, Academic Center—High School

Est. 1998

601 University Avenue
Colfax, WI 54730

James Kiesow
(715) 962-3155
jrkiesow@colfax.k12.wi.us

Colfax School District
Lee P. Bjurquist, District Administrator
601 University Avenue
Colfax, WI 54730
(715) 962-3773
lpbjurqu@colfax.k12.wi.us

The Academic Center opened in fall 1998 as a school within a school, offering a nontraditional approach to education for 20 students in grades 9–12. The charter school served a total of 29 students in the 1998–1999 school year by keeping its 20 available slots filled at all times.

The Academic Center is a school of choice committed to creating the most productive learning environment, teaching students through their strongest sensory modality, developing academic skills, incorporating behavior formation and elimination techniques, and striving to overcome the failure syndrome. Students learn that success is a process. The school's primary goal is to assist all students in realizing their maximum potential in order to become productive citizens.

17. Colfax, Academic Center—Middle School

Est. 1999

601 University Avenue
Colfax, WI 54730
William Yingst, Jr.
(715) 962-3676
wyingst@colfax.k12.wi.us

Colfax School District
Lee P. Bjurquist, District Administrator
601 University Avenue
Colfax, WI 54730
(715) 962-3773
lpbjurqu@colfax.k12.wi.us

The Academic Center Middle School serves 20 at-risk students in grades 6–8. These students have a history of unacceptable behaviors, including low academic achievement, disruptive classroom conduct, and poor attendance. The charter school gives these students new opportunities for academic and social success.

The curriculum focuses on the core subject areas of mathematics, science, language arts, social studies, social skills, and self-management skills. The school aims to create a self-contained learning environment in which academic and behavioral accountability are valued and expected.

18. Crandon Alternative Resource School

Est. 2000

9750 Hwy 8 West
Crandon, WI 54520
John Gruber
(715) 478-3713
grubejah@crandon.k12.wi.us

School District of Crandon
Richard C. Peters, District Administrator
9750 Hwy 8 West
Crandon, WI 54520
(715) 478-3339
peteric@crandon.k12.wi.us

The Crandon Alternative Resource School is an innovative educational program designed to serve at-risk youth ages 12–18 who have experienced limited success in the traditional school setting of Crandon Middle and High School and its present at-risk programs. The Crandon Alternative Resource School is designed to create an environment that promotes academic, social, physical, and emotional development for students most at risk in the School District of Crandon. It provides an educational environment in an atmosphere sensitive to the needs of individual at-risk students and focuses on changing negative approaches to education to positive approaches leading to success.

Programs are created on an individual basis to accommodate the needs and interests of nontraditional learners. The program is designed to place emphasis on the development of programs for individual students, leading to the fulfillment of the compulsory education requirements and high school graduation or equivalency.

19. Deerfield, Life Education and Preparation Program

Est. 1996

300 Simonson Boulevard
Deerfield, WI 53531-0288
Barb Callahan
(608) 764-5431
callahanb@deerfield.k12.wi.us

Deerfield Community School District
Ruthann Faber, District Administrator
300 Simonson Boulevard
Deerfield, WI 53531-9543
(608) 764-8261
faberr@deerfield.k12.wi.us

The Life Education and Preparation Program (LEAPP) currently serves 15 students, most of whom are at-risk students dealing with issues that include stress and anger management and lack of motivation, pride, and respect. The school philosophy is built on the principles of respect, care and support, high expectations, and the opportunity to participate. The smallness of the school is a guarantee of support and individual attention. The staff at LEAPP recognizes that the traditional school setting does not meet some students' educational needs. They feel it is their mission to provide an environment that promotes these students' social, emotional, academic, and vocational growth.

The charter school is located in the high school building but is autonomous in terms of program goals, staff, and policies. One teacher and one program aide run the program, with assistance from the social worker, counselor, and support staff at the regular high school. Being a school within a school means that charter school students have access to facilities such as the gymnasium and the home economics rooms.

20. Denmark Empowerment Charter School

Est. 2001

3041 S. County Road T
Green Bay, WI 54311

Steve Pasono
(920) 863-3450
pasonos@denmark.k12.wi.us

School District of Denmark
Leroy Meles, District Administrator
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Denmark, WI 54208-9416
(920) 863-2176
melesl@denmark.k12.wi.us

The Denmark Empowerment Charter School (DECS) received its charter in December 2000 and serves 12–15 at-risk youth (grades 7–12) in an off-site location. While holding its students accountable to the same rigorous school district academic benchmarks as their counterparts in the regular education setting, DECS places a strong emphasis on individualization of instructional unit pace and individualization of unit topical interest for its students.

The Denmark Empowerment Charter School emphasizes student self-concept building, self-choice and self-evaluation, team building, community-service learning opportunities, and entrepreneurial business opportunities for all students. Students are directly engaged in the planning, preparing, serving, and cleaning up of two student-body meals per day, along with frequent planned local community-service learning projects, and a daily end-of-school-day rating evaluation of their own and classmates' behavioral and attitudinal performance. Monthly on-site parent lunches are planned, prepared, and served by DECS students and are followed by monthly student progress conferences.

21. Drummond, Ascend Academy

Est. 2001

P.O. Box 40
Drummond, WI 54832-0040

Al Gillberg
(715) 739-6996
agillberg@logger.dasd.k12.wi.us

Drummond Area School District
Henry Lamkin, District Administrator
P.O. Box 40
Drummond, WI 54832-0040
(715) 739-6669, Ext. 100
hlamkin@logger.dasd.k12.wi.us

CESA 12
618 Beaser Ave.
Ashland, WI 54806
Jim Lee
(715) 682-7363, Ext. 124
jiml@cesa12.k12.wi.us

The Ascend Academy is an alternative school grounded in the principles of expeditionary learning for 15 students from grades 7–12 who are at risk of not completing a grade level or achieving a high school diploma. The Ascend Academy uses the natural resources of a school forest and the surrounding community to create a learning laboratory and environment that is relevant, active, and product oriented to ensure that students develop academic, vocational, and social skills.

The daily schedule is planned to include an academic block, an outdoor education leadership block, and an expedition block. During the academic block, students use individualized and self-paced curriculum designed to improve basic skills and develop the knowledge required by Wisconsin Model Academic Standards. The outdoor education leadership block provides hands-on applied learning experiences in the Drummond School Forest. The expedition block engages students in exploring learning opportunities in the community and country through student field trips and use of the Internet.

A portfolio assessment process is used to determine student achievement of basic skills and academic standards. Performance is measured by observation, demonstration, and testing. Grading occurs every nine weeks; however, credits may be attained at any time and in increments that are specified by an individualized student-learning contract. Parent and teacher conferences are held each grading period, at which time students present their portfolios to the staff, parents, and the Academy Governance Board.

22. Eau Claire, Health Occupations Charter School

Est. 2002
Closed 2003

500 Main Street
Eau Claire, WI 54701-3770
Holly Hart
(715) 833-3403
hhart@ecasd.k12.wi.us

The mission of the Health Occupations Charter School was to provide an opportunity high school juniors and seniors to take introductory courses in nursing and diagnostic medical sonography. The school closed in 2003.

The goals of the school were to provide high school students with an opportunity to do the following:

- experience "real-world" applications of health occupations
- earn high school credit

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William Klaus, District Administrator
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wklaus@ecasd.k12.wi.us

- earn advanced standing or credit toward a health occupations technical college or university degree while completing high school
- begin the process of certification/licensure
- secure work experience, mentorships, apprenticeships, and paid positions
- develop transition plans from high school to postsecondary education or the world of work

Courses were offered on campus at the Chippewa Valley Technical College Phillips Health Facility and at North and Memorial High Schools. Courses offered during the first year included anatomy and physiology, basic nursing skills, nursing skills I, patient care, written communication skills, civics, economics, and psychology. Students attending the charter school earned transcribed credit at both their high school of residence and the technical college. They completed requirements for their high school diploma while at the same time completing their first year of a technical college licensed practical nursing or diagnostic sonography degree program.

23. Eau Claire, Chippewa Valley Technology Charter School

The mission of the Chippewa Valley Technology Charter School is to empower capable high school students to explore and acquire competencies in emerging technologies and to attain graduation, certification, or an advanced degree in an environment of academic rigor and real-life application. The school opened on December 9, 1999, with an enrollment of 24 students.

The target population is made up of students with a demonstrated interest in and an aptitude for technology. The goals of the five-year plan include expansion to allow students to (1) explore or master a specific technology; (2) complete credit and certification courses; (3) secure dual credit, certification, or advanced standing at a postsecondary institution; and (4) move seamlessly from the high school to the world of work, the military, or postsecondary training.

Est. 1999

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Holly Hart
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William Klaus, District Administrator
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(715) 833-3465
wklaus@ecasd.k12.wi.us

24. Eau Claire, McKinley Charter School

The McKinley Charter School has an enrollment of 107 students from the Eau Claire and Altoona school districts. The school serves two types of students. The first type includes students in grades 6-12 who are risking or returning from expulsion and out-of-community placement. These students pursue a credit diploma. The school also serves seniors with fewer than 13 credits who cannot meet the requirements of the districts' competency-based program.

These two services provided at McKinley Charter School are beyond the credit remediation programs provided by the districts. Students who request services from and are accepted into the charter school are those for whom all other regular education, exceptional education, and at-risk programs have not been or would not be appropriate. They often find themselves having difficulty at home or in the community. Many have experienced everything from abuse and violence to drugs and gang involvement. These are students who cannot function safely in a regular school setting.

Est. 1995

1266 McKinley Road
Eau Claire, WI 54703-2220
Holly Hart
(715) 839-2831
hhart@ecasd.k12.wi.us

Eau Claire Area School District
William Klaus, District Administrator
500 Main Street
Eau Claire, WI 54701-3770
(715) 833-3465
wklaus@ecasd.k12.wi.us

25. Eau Claire Montessori Charter School

Est. 2002

400 Cameron Street
Eau Claire, WI 54701
Holly Hart
(715) 833-3403
hhart@ecasd.k12.wi.us

Eau Claire Area School District
William Klaus, District Administrator
500 Main Street
Eau Claire, WI 54701-3770
(715) 833-3465
wklaus@ecasd.k12.wi.us

The mission of the Eau Claire Montessori Charter School is to provide an opportunity for area elementary students to learn, using Montessori principles of education. Students will develop the skills to meet local, state, and national performance standards through a Montessori educational program. The academic program of the school allows students to work at their own pace within a multi-age setting. Children learn in a carefully created enriched environment. Students are encouraged to make decisions, solve problems, make appropriate choices, and manage their own time. The curriculum includes the following components: language, science, geography, history, mathematics, geometry, art, music, physical education and community field-trip experiences. Instructors hold licenses from the Wisconsin DPI and Montessori certification.

The Montessori Charter School has the following goals:

- to provide high-quality Montessori education to area K-5 students
- to provide an environment that combines freedom and responsibility and allows children a more active role in their own learning
- to facilitate student exploration and creativity
- to provide an opportunity for students to succeed and meet high standards of academic excellence, social awareness, and moral development
- to develop independent learners with sound decision-making skills

The charter school planning committee, Charter School Governance Board, and the Eau Claire Area School District Board of Education project an expansion of the current program from 36 K-2 students to 150-200 students in grades K-5 within the next five years.

26. Elkhorn, Walworth County Educational Consortium Alternative High School

Est. 1999

400 County Highway H
Elkhorn, WI 53121-2046
Jerry Hawver
(262) 741-6102
hawverj@gateway.tec.wi.us

Elkhorn Area School District
Gregory Wescott, District Administrator
3 North Jackson Street
Elkhorn, WI 53121-1905
(262) 723-3160
wescgr@elkhorn.k12.wi.us

The Walworth County Educational Consortium Alternative High School (WCEC) began operation in 1987 as a collaborative effort of the school districts of Delavan-Darien, Elkhorn, Lake Geneva, Walworth-Big Foot, and Williams Bay, along with the Walworth County Handicapped Children's Education Board (Lakeland) and Gateway Technical College. When the school chartered in 1999, it expanded its existing alternative program for at-risk students in grades 11 and 12 to include ninth and tenth graders. A secondary focus of the charter school is to create an alternative educational opportunity for students expelled from the consortium high schools. The WCEC is located on the campus of Gateway Technical College in Elkhorn.

27. Gilman, School District of Gilman Charter School

Est. 2001

325 N. Fifth Ave.
Gilman, WI 54433
Dawn Randall
(715) 447-8211
drandall@gilman.k12.wi.us

The charter school serves between 10 and 15 students from grades 7-12 and is a viable option for a student in lieu of grade 8 retention. The charter school has teamed with Title 1 to provide appropriate core programming help for seventh- and eighth-grade students with credit deficiencies. The charter school is for at-risk students facing school failure, in danger of not successfully completing graduation requirements, or at risk of dropping out. In some cases, these students have individual learning needs but do not qualify for special education services.

School District of Gilman
Drew Johnson, District Administrator
325 N. 5th Ave.
Gilman, WI 54433
(715) 447-8261, Ext. 302
dvjohnson@gilman.k12.wi.us

A hands-on, activity-oriented format is used. The most important concept is understanding and accommodating individual differences in all aspects of students' needs, including their learning styles, while maintaining a rigorous academic program. It is the extra, individualized assistance provided to reach that standard that differs from traditional high school. This individualization to meet student needs may involve some alternative assessment, which could include performance measures. The charter school students meet the same academic requirements for course work and credits needed for graduation as those in the regular high school program. Charter school students who complete the requirements will receive a regular high school diploma.

28. Glenwood City, Transitional Skills Center

Est. 2000

P.O. Box 339
Highway 170
Glenwood City, WI 54013-0339
Jacquelyn Steinhoff
(715) 265-4266
steinjac@gcsd.k12.wi.us

School District of Glenwood City
Dean Sanders, District Administrator
P.O. Box 339
859 320th Street
Glenwood City, WI 54013-0339
(715) 265-4757
sandedea@gcsd.k12.wi.us

The Transitional Skills Center of Glenwood City is designed for those students who have not found success in the regular high school. The center provides an environment that promotes the academic, personal, and social; independent living; positive decision making; goal setting; career exploration; employability; and wellness for life to assist students in becoming self-sufficient, contributing members of society.

The program components include a commitment to basic skill instruction for those students deficient in this area, independent study, and active parent involvement. Parents and students are required to meet twice a year, if not more, to set goals, be kept apprised of particular activities that have taken place since the last informational session, learn about their child's progress, and celebrate achievement.

The latitude and flexibility granted by the charter status allow a great deal of decision making to be done by the Transitional Skills Center.

29. Hamilton-Sussex, Passage Middle School, Wauwatosa

Est. 2000

9501 Watertown Plank Road
Wauwatosa, WI 53226-3552
Heidi Thuli
(414) 476-2122

Hamilton School District
Kathleen Cooke, District Administrator
W220 N6151 Townline Road
Sussex, WI 53089-3999
(262) 246-1973, Ext. 1107
cookeka@hamiltondist.k12.wi.us

Passage Middle School is a collaborative effort of several school districts in the Cooperative Educational Service Agency 1 (CESA 1) region. The Hamilton School District Board holds the charter and has contracted with CESA 1 to administer the program in all aspects of operation. Districts participating and purchasing seats in the project are Brown Deer, Hamilton, Menomonee Falls, Shorewood, Greenfield, Franklin, Cudahy, Hartford, and Wauwatosa. Passage Middle School officially opened its doors to students in August 2000.

Passage Middle School's purpose is to provide a meaningful alternative learning program for at-risk middle school students identified as severely disenfranchised, from multiple districts within CESA 1.

CESA 1
19601 W. Bluemound Road, Suite 200
Brookfield, WI 53045-5974
Timothy Gavigan
(262) 787-9510
tgavigan@cesa1.k12.wi.us

30. Hayward, Waadookodaading

Est. 2001

P.O. Box 860
Hayward, WI 54843-0860
Mary Hermes
(715) 634-2619, Ext. 1317
mhermes@d.umn.edu

Hayward Community School District
Michael Cox, District Administrator
P.O. Box 860
15930 West Fifth Street
Hayward, WI 54843
(715) 634-2619, Ext. 1001
mcox@hayward.k12.wi.us

Waadookodaading opened September 17, 2001, serving 20 students grades K–3, with plans to grow to K–12. Located near the beautiful Lac Courte Oreilles Ojibwe Reservation, students come from the reservation community as well as the local rural area. The mission of Waadookodaading, or The Place Where We Help Each Other, is to create fluent speakers of the Ojibwe language who can meet the challenges of a rapidly changing world.

The school is a community center for language revitalization, local environmental understanding, and intergenerational relationships. Students are grounded in local Ojibwe language, culture, and traditions and are developing an awareness of global concerns. The school's aim is to foster a love of learning while teaching the skills that will enable students to create solutions for their community and the wider world.

All subjects are taught in the Ojibwe language. Ojibwe culture and values guide the mission, and the school bases its framework on these themes. The goal is that through deeply integrating both high academic standards and the Ojibwe language, students will become thoughtful, skillful, and articulate community members.

31. Hurley, Dr. Joseph Lalich Charter School

Est. 2000

5503 West Range View Drive
Hurley, WI 54534-9000
Christopher Patritto
(715) 561-4900
patritto@hurley.k12.wi.us

Hurley School District
Stuart Waller, District Administrator
5503 West Range View Drive
Hurley, WI 54534-9000
(715) 561-4900
waller@hurley.k12.wi.us

The Dr. Joseph Lalich Charter School serves grades 6–12 in the Hurley School District, enrolling students who are gifted and talented, at risk, and behaviorally challenged. The Dr. Lalich Charter School has provided the northern Wisconsin school district with the opportunity to plan and implement a full-service, technology-based alternative education program for those students whose needs are not being fully met in the traditional education setting.

The main goal of the Dr. Lalich Charter School, an autonomous school within a school, is to provide an enriching environment in which a student can achieve a high school diploma, work in the community toward high school credit, or receive a GED equivalence while enhancing their desire to learn. Students also learn essential life skills, such as study, social, and work skills.

The charter school strengthens work ethic and improves self-esteem in the students. On campus, students experience hands-on learning with an on-campus television and recording studio and Internet programming. Community members may also seek their GED through this track of education.

Staffing includes a full-time, alternative education teacher, gifted and talented teachers, special education teachers, and staff teaching specific charter classes.

32. Janesville, Rock River Charter School

Est. 1998

31 West Milwaukee Street
Janesville, WI 53545-2911
Stephanie Filter
(608) 752-8273
sfilter@janesville.k12.wi.us

The Rock River Charter School serves 66 at-risk students in grades 9–12 who are not finding success in the traditional school setting. The charter school is located in its own facility, a storefront in downtown Janesville. The neutral off-site location is considered ideal for the targeted population of students who often feel alienated at a regular high school. The location alone has improved students' attitudes toward education, which translates into increased student success, better attendance, and a smoother transition to the adult world.

School District of Janesville
Thomas Evert, District Administrator
527 South Franklin
Janesville, WI 53545-4823
(608) 743-5050
tevert@janesville.k12.wi.us

This alternative school recognizes that not all students learn in the same way. Innovative curriculum and delivery methods are used to reach all students.

The school has two components. The first component is a high school diploma program for students in grades 9–12; the second serves school-age parents and pregnant teens.

33. Jefferson County Alternative School–Watertown

Est. 2000

700 W. Milwaukee Street
Jefferson, WI 53549-1498
Karen Craig
(920) 675-1100

School District of Jefferson
Michael Swartz, District Administrator
206 South Taft Avenue
Jefferson, WI 53549-1453
(920) 675-1000
swartzm@jeffersoj.k12.wi.us

Jefferson County Alternative School (JCAS) educates students in grades 9–12. At JCAS the curriculum is composed of interactive technology course work via distance education, interactive, self-directed computer software, and other materials necessary to meet individual student needs.

Jefferson County Alternative School is designed around specific program objectives that reengage students in the learning process and help them realize that education is practical and functional to everyday living. Alternative approaches to instruction are key. The overall purpose of the program is for each student to become a more responsible and productive member within our communities.

CESA 2

448 East High Street
Milton, WI 53563-1502
Karen Sanders
(608) 758-6232, Ext. 316
ksander1@cesa2.k12.wi.us

34. Kenosha, The Brompton School

Est. 1997

1011 Washington Road
Kenosha, WI 53140-2850
Patricia Jones
(262) 652-1339
pjones@kusd.edu

Kenosha Unified School District 1
R. Scott Pierce, District Administrator
3600 Fifty-second Street
Kenosha, WI 53144
(262) 653-6320
spierce@kusd.edu

The Brompton School began operating in fall 1997 and now serves 105 students in grades K–6. This charter school seeks to serve the students who might be “lost in the middle” because they are not otherwise identified for exceptional abilities or disabilities. Brompton seeks to give the average elementary student the optimal educational opportunity through an accelerated basic-skills curriculum.

Brompton is a school of choice located in the Saint Casimir Parish School building. The Brompton School is a strictly nonsectarian school where values such as community service, responsibility, and respect are embraced.

35. Kenosha, Dimensions of Learning Academy

Est. 2000

6218 Twenty-fifth Avenue
Kenosha, WI 53143
Diana Pearson
(262) 605-6849
dpearson@kusd.edu

The Dimensions of Learning Academy is a standards-based school of choice focusing on lifelong learning in Kenosha Unified School District 1, serving up to 195 students in grades K–8. The school began operation in the 2000–2001 school year. The student population is diverse and includes special-needs students.

The integrated use of reasoning skills in this standards-based school implements schoolwide the instructional model Dimensions of Learning.

Kenosha Unified School District 1
R. Scott Pierce, District Administrator
3600 Fifty-second Street
Kenosha, WI 53144
(262) 653-6320
spierce@kUSD.edu

The model is designed to translate research into a practical classroom application to improve teaching and learning in any content area.

Two unique programs, Dimensions Extensions and Dimensions Connections, further define the school's organizational and management structures. The Dimensions Extensions program is extended before- and after-school programming for the Dimensions of Learning Academy. Dimensions Connections organizes the parental involvement for the entire school program. The parental involvement for this school is organized as an integral part of the school's design.

The goal is implementation of a curriculum based on integration of reasoning skills coupled with the targeting of student acquisition of academic as well as lifelong learning standards.

36. Kenosha, Paideia Charter School Academy

Est. 1997

5821 Tenth Avenue
Kenosha, WI 53140-4011
Ellen Becker
(262) 658-4540
ebecker@kUSD.edu

Paideia Academy is a school of choice, serving up to 75 students in grades 6–8 in Kenosha Unified School District 1. The school began operation in the 1997–1998 school year, serving only seventh and eighth graders. It expanded to include sixth graders with the start of the 1998–1999 school year. The school rents space from St. James, a Catholic school located near downtown Kenosha.

Paideia is a curriculum philosophy, and the Paideia Academy is the first school in Wisconsin to implement this approach. Instruction is accomplished through three techniques—didactic, coaching, and seminar—and aims to use Socratic questioning and critical thinking to link problem-solving strategies with real-life situations.

Kenosha Unified School District 1
R. Scott Pierce, District Administrator
3600 Fifty-second Street
Kenosha, WI 53144
(262) 653-6320
spierce@kUSD.edu

37. Kewaunee, Lakeshore Alternative High School

Est. 2000

915 Second Street
Kewaunee, WI 54216
Dawn Madland
(920) 388-4558
dmadland@kewaunee.k12.wi.us

On August 30, 2000, the doors of Lakeshore Alternative High School opened to serve at-risk students from the school districts of Kewaunee and Algoma. The charter school is a joint venture between these two districts and serves approximately 20 students. The primary purpose of the alternative educational program is to provide an environment that assists students in successfully completing high school.

Technology is the key tool in delivering instruction. Community service and school-to-work initiatives supplement instruction. Upon reaching individualized goals, students graduate from their respective high schools or are reintegrated into their high school programs.

Kewaunee School District
Barb Lundgren, District Administrator
915 Second Street
Kewaunee, WI 54216
(920) 388-3230
blundgren@kewaunee.k12.wi.us

38. Kiel's Integrated Electronic Learning Charter School

Est. 2002

416 Paine Street
Kiel, WI 53042
Sue Steiner
(920) 894-5188
ssteiner@kiel.k12.wi.us

The target population of Kiel's Integrated Electronic Learning (K.I.E.L.) Charter School includes students in grades 7–12 who are disenfranchised, home-schooled, or credit deficient because of academic or behavioral challenges, students who feel uncomfortable or unsafe in the school setting, transient students, school-age parents or self-supporting students, and any students who fail to achieve their personal best in the traditional classroom.

Kiel School District
Phil Ertl, District Administrator
P.O. Box 201
Kiel, WI 53042
(920) 894-2266
perfl@kiel.k12.wi.us

The K.I.E.L. Charter School is an online school through which students access district-approved Internet courses with the assistance of online teachers as well as a personal and family coach and a licensed educator serving as a mentor/teacher. The school was designed to ensure the success of those students whose needs are not adequately met in the traditional classroom. Another goal of the K.I.E.L. Charter School is to provide accelerated learning opportunities for high-achieving students and the community, as well as the described nontraditional learners.

Students "attend" classes on their home computers, in the home-base classroom located in the lower level of the Kiel Area School District Office building, and in individual building libraries and technology centers. Students can also participate in all activities and services provided to the rest of the district's students. These support services include access to the guidance department, English as a Second Language (ESL), and special education programming, the school-to-work coordinator, participation in extracurricular activities, and so on. Online learning experiences are linked to life skills and employment opportunities to ensure real-world application for students.

39. La Crosse, Alternative Education Charter School

Est. 2000

Central High School
1801 Losey Boulevard
La Crosse, WI 54601
Helen Perlich
(608) 789-7900
hperlich@mail.sdlax.k12.wi.us

Logan High School
1500 Ranger Drive
La Crosse, WI 54603
Larry Myhra
(608) 789-7700
tdowns@mail.sdlax.k12.wi.us

School District of La Crosse
Gerald Kember, District Administrator
Hogan Administration Center
807 East Avenue South
La Crosse, WI 54601
(608) 789-7628
gkember@sdlax.k12.wi.us

On June 5, 2000, the La Crosse Board of Education granted charter school status to the School District of La Crosse's Alternative Education Program. The four charter school classrooms have an enrollment of approximately 25 students each, for a total enrollment of 103 students. The school serves students who exhibit behaviors such as truancy, credit deficiency, poor academic performance, inappropriate classroom behavior, lack of workplace ethics, and problems at home or in the community. The school positively modifies student conduct in the areas of attendance, behavior, and academic achievement by incorporating a one-room schoolhouse atmosphere, leadership training, real-world academic application, immediate and concrete rewards, and consequences for choices, academic credit for work experience, and individualized graduation plans.

Est. 1998

901 Caledonia Street
La Crosse, WI 54603-2616
Harvey Witzenburg
(608) 789-7685
hwitzen@mail.sdlax.k12.wi.us

40. La Crosse, Coulee Montessori

Coulee Montessori welcomed its first classes in August 1998 as the first public Montessori school in western Wisconsin. The school serves 25 students in two multi-age classrooms: one Children's House classroom for five-year-olds and one elementary classroom for six-, seven-, and eight-year-olds. The charter school plans to add another multi-age classroom for grades 4-6 as its current student population progresses.

School District of La Crosse
Gerald Kember, District Administrator
Hogan Administration Center
807 East Avenue South
La Crosse, WI 54601
(608) 789-7628
gkember@sdlax.k12.wi.us

Coulee Montessori is colocated with Jefferson Elementary School in a low-income area of La Crosse. Much of the population is of Hmong descent, and many of the children's parents do not speak English. Coulee Montessori has a translator available to parents and advertises on the local Hmong radio station in an effort to achieve cultural diversity in the school. The school is truly an asset to the neighborhood, making Montessori education available to a public that would not normally have access to it.

41. La Crosse, Partnership Charter School at Lincoln Middle School

Est. 2000

510 South Ninth Street
La Crosse, WI 54601-4799
Eliza Skemp
(608) 789-7780
tskemp@mail.sdlax.k12.wi.us

In an effort to increase learning for all students, the Partnership Charter School provides integrated thematic and experiential instruction based largely on a medical theme. The program stresses math and science but includes all curricular areas and follows the School District of La Crosse curriculum.

In the 2002–2003 school year, an eighth-grade section, the Mass Communications Partnership, was added to this charter school. Medical Partnership (seventh grade) and Mass Communications Partnership (eighth grade) are now combined and known as the Partnership Charter School at Lincoln Middle School.

School District of La Crosse
Gerald Kember, District Administrator
Hogan Administration Center
807 East Avenue South
La Crosse, WI 54601
(608) 789-7628
gkember@sdlax.k12.wi.us

The Partnership Charter School has an extended school year. Students are required to attend a one-week summer program. The main focus of this program is to learn how to use the technology tools that are a major part of the daily learning program during the school year. Schedule changes include using a block schedule, changing the passing time for students, providing the language arts and visual arts team teaching period, using the resource period as part of the academic block, and integrating the goals of the teacher–advisee program into the daily program.

42. La Crosse, School of Technology and Arts

Est. 1995

1307 Hayes Street
La Crosse, WI 54603-1949
Jacque Durnford
(608) 789-7760
jdurnfor@mail.sdlax.k12.wi.us
Harvey Witzenburg
(608) 789-7628
hwitzen@mail.sdlax.k12.wi.us

The School of Technology and Arts (SOTA) opened its doors in August 1995 as an elementary school of choice. It currently serves 92 students in grades K–5 whose families believe in the curriculum's technology and arts emphasis. Roosevelt Elementary School houses the charter school and provides transportation, administrative resources, and food service.

School of Technology and Arts schools follow the district's curricula, school calendar, and testing programs and are organized around five major constructs:

1. multi-age, nongraded, continuous-progress classrooms
2. assessment by performance, product, or demonstration
3. customized educational programming options
4. emphasis on the arts and technology
5. joint staff–parent school governance

School District of La Crosse
Gerald Kember, District Administrator
Hogan Administration Center
807 East Avenue South
La Crosse, WI 54601
(608) 789-7628
gkember@sdlax.k12.wi.us

43. La Crosse, School of Technology and Arts II

Est. 1997

1900 Denton Street
La Crosse, WI 54601-5816
M. Glen Jenkins
(608) 789-7672
gjenkins@mail.sdlax.k12.wi.us

School District of La Crosse
Gerald Kember, District Administrator
Hogan Administration Center
807 East Avenue South
La Crosse, WI 54601
(608) 789-7628
gkember@sdlax.k12.wi.us

The School of Technology and Arts II (SOTA II) began operation in fall 1997 as a middle school of choice and currently serves 36 students, ages 11–14. Longfellow Middle School houses this charter school. The staff at SOTA and SOTA II works closely to ensure continuity between the programs.

Studies link the active learning of an art form to increased student motivation and the ability to learn other skills such as reading, mathematics, and writing. Research has also linked participation in the arts to such positive outcomes as increased student participation in community service and appreciation of cultural differences. Similar research indicates that a wide range of computer technologies support the development of advanced thinking, analyzing, and synthesizing skills.

The School of Technology and Arts II uses technology and the arts as tools for integrating learning of core subjects into thematic units. This method of curriculum delivery takes into account individual student interest and skills and allows students a different way to show their learning.

The School of Technology and Arts II extends the learning experience of the SOTA program to emphasize the importance of social and emotional learning, community building, and teamwork.

44. Lac du Flambeau, Leadership Academy Charter School

Est. 1999
Closed 2002

Lac du Flambeau School District #1
Robert Hanson, District Administrator
2899 Highway 47 South
Lac du Flambeau, WI 54538
(715) 588-3838, Ext. 393
rhanson@ldf.k12.wi.us

Leadership Academy Charter School, located on the Chippewa Indian Reservation, began the 1999–2000 school year with 17 at-risk students in grades 4–8, doubling their enrollment of 1998–1999 and expanding by two grades. The school closed in 2002. The school's mission was to help these students free themselves of low self-esteem, poor grades, delinquency, truancy, unacceptable behavior, and related risk factors. Students were taught the critical-thinking and decision-making skills needed to perform to potential.

To be considered for Leadership Academy Charter School, students needed to show a strong desire to be part of the school. Participation was viewed as a privilege. Leadership Academy Charter School focused on three main program components: academics, service learning, and character development.

45. Ladysmith, Ladysmith-Hawkins Alternative Program II

Est. 2002

1700 Edgewood Avenue East
Ladysmith, WI 54848
James Schuchardt
(715) 532-5277
jschuchardt@lhsd.k12.wi.us
Ladysmith-Hawkins School District
James Schuchardt, District Administrator
1700 Edgewood Avenue East
Ladysmith, WI 54848
(715) 532-5277
jschuchardt@lhsd.k12.wi.us

The Ladysmith-Hawkins Alternative Program II (AP-2) provides apprenticeship training for students who seek a school-to-work transition. The program is countywide, serving the Rusk County public schools. The target population is 20–25 students who are identified on one of the following bases: students who intend to drop out in order to go directly into the workforce; behaviorally challenged students who receive two or more suspensions, two or more harassment complaints, or one or more referrals for behaviors that threaten the health and safety of other students; foster care and group home students who demonstrate real difficulty transitioning into the regular school program, including several children with disabilities; and students with counseling needs beyond the capacity of the school counseling program to address.

This AP-2 model extends current school-to-work initiatives by partnering with Weathershield. It includes components that allow students to

work in an alternative school setting for text coursework and tutoring support, at home (with checked-out computers), or in the computer laboratory for Internet course work, on-site in area businesses and factories, and at expeditionary learning sites.

The school's mission is to train nontraditional students for entry into the workforce or other postsecondary options with a battery of skills that will prepare them for advancement as skilled laborers and craftsmen.

46. Ladysmith, Project: Learning!

Est. 2001

1700 Edgewood Avenue East
Ladysmith, WI 54848
James Schuchardt
(715) 532-5277
jschuchardt@lhsd.k12.wi.us

Ladysmith-Hawkins School District
James Schuchardt, District Administrator
1700 Edgewood Avenue East
Ladysmith, WI 54848
(715) 532-5277
jschuchardt@lhsd.k12.wi.us

Project: Learning! is a comprehensive charter school offered to students in grades 1–12. As identified by its title, Project: Learning! is strongly based on project-based learning and also offers students an opportunity to accelerate their studies. Hallmarks of Project: Learning! charter school are (1) project-based learning, (2) international standards of education, and (3) acceleration of learning.

Collaborating schools from overseas are chosen through established organizations of international learning, primarily the International Schools Association. Lessons Project: Learning! students share with their international counterparts are taught to the same international standards.

The newest methodologies of brain-based learning and multiple intelligences provide the philosophical framework for charter activities. Web-based courses, using interaction through well-monitored discussion rooms and exploratory collaborations, are being developed.

47. Lake Geneva, Badger Career Campus

Est. 2000

220 South Street
Lake Geneva, WI 53147-2436
Mark Pienkos
(262) 248-2000, Ext. 2050
mark.pienkos@badger.k12.wi.us

Lake Geneva—Genoa City UHS District
James Gottinger, District Administrator
208 South Street
Lake Geneva, WI 53147
(262) 348-1000, Ext. 1001
jimgottinger@badger.k12.wi.us

Badger Career Campus opened in the year 2000. It is committed to preparing students in a participative atmosphere, with unique experiences for continuing education, qualified entry into the workplace, and responsible citizenship by providing broad-based classes stressing communication, group work, real-life experiences, and positive role models in a unique and challenging learning enrichment.

Besides the brain-based educational approaches and techniques, Badger Career Campus aims to provide students with the following:

1. advanced technical skills for direct entry into the workforce
2. advanced military standing
3. advanced standing in an adult apprenticeship
4. advanced placement at a technical college
5. advanced placement at a four-year university

48. Lancaster Academy

Est. 1997

Closed 2002

806 East Elm Street
Lancaster, WI 53813-1599
Dennis Donar
(608) 723-5163, Ext. 408
donard@lancastersd.k12.wi.us

Lancaster Academy was an alternative school for at-risk students in grades 7–12. It closed in 2002. Lancaster is a rural southwest Wisconsin community that has experienced gang activity in recent years. When five students were expelled from their regular education classes for bringing weapons to school, the need for an alternative became clear. Lancaster Academy was an alternative to expulsion, providing basic academics and promoting the development of responsible habits.

Lancaster Academy operated on the premise that the purpose of school is to educate and to help all children reach their maximum level of performance. The charter school was committed to teaching students to master essential academic skills and to develop personal skills and attitudes nec-

Lancaster Community School District
Rob Wagner, District Administrator
925 West Maple Street
Lancaster, WI 53813-1599
(608) 723-2175
wagnerr@lancastersd.k12.wi.us

essary for successful life pursuits through three program components: academics, social development, and work experience or service learning.

49. Lodi Charter School

Est. 2000

1100 Sauk Street
Lodi, WI 53555
Kim Amidon
(608) 592-3853 Ext. 5486
amidoki@lodi.k12.wi.us

Elaine Plank
(608) 592-3851 Ext. 5486
plankel@lodi.k12.wi.us

School District of Lodi
Michael Shimshak, District Administrator
115 School Street
Lodi, WI 53555-1046
(608) 592-3851 Ext. 5481
shimsmi@lodi.k12.wi.us

The mission of the Lodi Charter School is to create an educational environment that prepares students to meet the challenges of the future. The belief is that all students have the ability to learn but not all students learn in the same way. The charter school's goal is to maintain the integrity of obtaining the academic skills necessary to be successful while at the same time addressing the personal and social needs that are unique to the at-risk student and that are difficult to address in a traditional setting.

The Lodi Charter School has two strands. The first, the transitions strand, addresses the transition needs of students moving from eighth to ninth grade. The second strand, the graduate strand, addresses the needs of students who are credit deficient in any area and allows them the opportunity to make up those credits. The Lodi Charter School is housed within the Lodi High School.

50. Madison, Affiliated Alternatives

Est. 1995
Closed 2003

15 South Bready Street
Madison, WI 53703
Anne Fisher
(608) 204-4223
afisher@madison.k12.wi.us

Madison Metropolitan Schools
Art Rainwater, District Administrator
545 West Dayton Street
Madison, WI 53703-1967
(608) 663-1607
arainwater@madison.k12.wi.us

The Affiliated Alternatives charter school served up to 350 at-risk students in grades 7-12 in six separate programs. Affiliated Alternatives used "town meetings" to involve parents in important school decisions. Part of the school's mission was intense collaboration with youth services.

Approximately 40 percent of the school's students were African American or Hispanic, ethnic groups that had a disproportionately high dropout rate. Approximately one-third were from economically poor families. Affiliated Alternatives served many students returning to the district after expulsion, incarceration, or treatment. The charter program demonstrated excellent results in the areas of school climate, parent and student satisfaction, student engagement, and academic achievement.

51. Madison, James C. Wright Middle School

Est. 1995
1717 Fish Hatchery Road
Madison, WI 53713-1244
Ed Holmes
(608) 204-1340
eholmes@madison.k12.wi.us

The James C. Wright Charter Middle School, named for one of Madison's civil rights pioneers, is a school of choice for 160 students in grades 6-8. The Madison Metropolitan School District Board of Education established Wright as a charter in 1994 as a solution to severe overcrowding in the city's middle schools that resulted in the underachievement of many students from south Madison, the only area of the city without a nearby middle school. In 1997, Wright moved to a new custom-designed building in south Madison that can accommodate up to 240 students.

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Art Rainwater, District Administrator
545 West Dayton Street
Madison, WI 53703-1967
(608) 663-1607
arainwater@madison.k12.wi.us

Enrollment at James C. Wright is open to all students who reside in the Madison West High School attendance area. Wright's population is diverse; more than 80 percent of students are from racial or ethnic minority groups, including African American, Hmong, and Hispanic. Fifty percent are from low-income families, and just 45 percent live at home with both parents. In addition to regular education classes, Wright offers special programming for students with learning and emotional disabilities. Most special education students are mainstreamed and participate fully in the curriculum.

With an ethnically and culturally diverse staff and innovative and flexible ways of teaching, the school provides its students with the knowledge, skills, and confidence required to participate fully in an evolving global society. School staff members accomplish this goal through three major themes: integrated curriculum, integrated technology, and integrated community.

52. Maple, Richard I. Bong Memorial Academy--Poplar

Est. 2000
618 Beaser Avenue
Ashland, WI 54806-2751
Mike Murray
(715) 364-2766
Jim Lee
(715) 682-2363
School District of Maple
Gregg Lundberg, District Administrator
P.O. Box 188
4751 South County Road F
Maple, WI 54854-0188
(715) 363-2431
glundber@maple.k12.wi.us
CESA 12
618 Beaser Avenue
Ashland, WI 54806-2751
Fred Schlichting
(715) 682-2363, Ext. 107
fredsl@cesa12.k12.wi.us

The Richard I. Bong Memorial Academy, which began operation on September 5, 2000, uses natural and historical resources to create an alternative education curriculum for at-risk youth residing in the Douglas County area. Richard I. Bong, a Poplar resident, was a World War II aviator and war hero who exemplified excellence and service to his country and community. His legacy is a theme in the citizenship and social studies components of the curriculum, while the field of aviation provides an abundance of applied learning activities in math, science, and geography. The shores of Lake Superior, the Poplar River, and three school forests provide students with field experiences and hands-on learning activities connected to science and environmental education. Instruction at the Richard I. Bong Memorial Academy is thematic, project based, individualized, self-paced, and applied. Learning takes place in the classroom, in cyberspace, outdoors in the natural environment, and in the community. Assessment is based on observation, demonstration, and presentation. The Richard I. Bong facility is equipped with a computer lab and a technology lab to provide the needed tools to implement the curriculum and create the desired learning environment.

53. Marshall, The Fifth Dimension

Est. 1998
623 West Madison Street
Marshall, WI 53559
Barb Seramek
(608) 655-1310, Ext. 505
barb_seramek@marshall.k12.wi.us
Marshall Public Schools
Dean Gorrell, District Administrator
P.O. Box 76, 369 School Street
Marshall, WI 53559
(608) 655-3466
dean_gorrell@marshall.k12.wi.us

The Fifth Dimension is a school within a school located in Marshall High School. It serves eight at-risk students in grades 11 and 12. The charter school engages at-risk students who have been distracted from their education by outside events and nontraditional learners who were just "lost in the crowd" and not performing to full potential.

The typical candidate is credit deficient, has a history of truancy, or has demonstrated disruptive behaviors in the regular high school setting. However, these students are capable learners with unique talents and skills, fully capable of learning and becoming positive contributors to society. By being in the program, these students demonstrate a desire to complete high school and a willingness to try new approaches to that goal. Education and employment are important to the Fifth Dimension student.

54. Mauston Alternative Resource School

Est. 1998

508 Grayside Avenue
Mauston, WI 53948-1921
Tom Reisenauer
(608) 847-6603, Ext. 3341
tom_reisenauer@mauston.k12.wi.us

Down Ladwig
(608) 847-6603, Ext. 3379

School District of Mauston
John Kammerud, District Administrator
510 Grayside Avenue
Mauston, WI 53948
(608) 847-5451, Ext. 6682
john_kammeru@fc.mauston.k12.wi.us

The Mauston Alternative Resource School (MARS) achieved charter status in August 1998 to serve highly at risk students in grades 6 through 8. These students are typically truant, credit deficient, lacking motivation, teen parents, or gifted students whose educational needs are not being met in the traditional school setting. The charter school is located in a separate portable classroom behind Mauston High School. A program goal is to get these students back on track and reintegrated into a traditional academic program.

55. Menasha, The School on the Lake

Est. 2000

1600 Midway Road
Menasha, WI 54952-1228
Bev Sturke
(920) 967-1605
sturkeb@mjsd.k12.wi.us

Menasha Joint School District
J. Michael Thompson, District Administrator
328 Sixth Street
Menasha, WI 54952
(920) 967-1400
thompsonjm@mjsd.k12.wi.us

The School on the Lake is housed in the lower level of Maplewood Middle School and is so named because all school activities have an environmental focus based on Lake Winnebago and the Fox River Valley ecosystem. The student body includes English-as-a-second-language, gifted and talented, at-risk, physically disabled, high-ability, low-ability, and average learners. All core area subjects are taught through an integrated approach, and a strong emphasis is placed on basic skills, which will ultimately help students meet and exceed Wisconsin State Standards.

The mission of the School on the Lake is to create an inclusive and cooperative community of learners that will work to support achievement and a sense of self-worth by recognizing and nurturing all human intelligence among students and staff of varied cultural and social backgrounds, thereby promoting the full achievement of each individual's social and intellectual potential. Enrollment at the school is open to students of all abilities in grades 6-8 who learn best through a cooperative, hands-on and minds-on, project-oriented approach to learning.

56. Menomonie, Lucas Charter School

Est. 1998

N5630 200th Street
Menomonie, WI 54751
Thomas Schmelzle
(715) 232-1790
tschmelzle@msd.k12.wi.us

James Swanson
(715) 232-1790
jswanson@msd.k12.wi.us

School District of Menomonie
Jesse Harness, District Administrator
215 Pine Ave. NE
Menomonie, WI 54751
(715) 232-1642, Ext. 108
jharness@msd.k12.wi.us

The Lucas Charter School, formerly the Dunn County Alternative School, opened in 1996 and achieved charter status in 1998. The school is located in its own facility that includes three classrooms, a media center, a kitchen, a small group room, and a gym. It serves 20 at-risk high school students from three school districts.

The charter school is a voluntary program for students who exhibit severe behavior problems and risk factors, including three or more of the following: physical aggression, at risk for expulsion, credit deficient, chronically truant, in-school dropouts, school resistant, disruptive, confrontational, passive-aggressive, or having mental health issues. The traditional methods of intervention do not work with these students.

57. Middleton Alternative Senior High

Est. 1995

2429 Clark Street
Middleton, WI 53562-2619

Jill Gurtner
(608) 829-9640
jillg@mcpsd.k12.wi.us

Middleton-Cross Plains Area Schools
William Reis, District Administrator

7106 South Ave.
Middleton, WI 53562-3263
(608) 829-9000
billr@mcpsd.k12.wi.us

Middleton Alternative Senior High (MASH) opened in 1993 as a program for at-risk juniors and seniors and achieved charter status in May 1995. Since that time, the school has expanded to serve more than 100 students in grades 10–12 who were not achieving their potential in a traditional setting. In 2001, MASH moved into a new facility designed specifically to meet the needs of the students. This building is located within walking distance of Middleton High School, which allows students to take advantage of the curricular and cocurricular offerings there as well.

The programming at MASH is based on a philosophy that all students have strengths, and an understanding and development of these strengths will help the students achieve personal success. Service learning, project-based curriculum, and a focus on building community are at the heart of MASH. Students learn to identify and use their individual talents and learning styles by becoming aware of the relationships between choices and consequences and the relationship among school, community, work, and career opportunities.

58. City of Milwaukee, Central City Cyberschool

Est. 1999

4301 North Forty-fourth Street
Milwaukee, WI 53216

Christine Faltz
(414) 444-2330
cfaltz@cyberschool-milwaukee.org

City of Milwaukee
Dr. Howard Fuller
Charter School Review Committee
200 East Wells Street
Room 606, City Hall
Milwaukee, WI 53202-3567
(414) 286-3850

The mission of Central City Cyberschool is to develop and inspire in students a love of learning; the academic, social, and leadership skills necessary to engage in critical thinking; and the ability to demonstrate complete mastery of the academic skills necessary for a successful future. This charter serves students in grades 1–4 from Milwaukee's central city in a student-centered environment where teamwork is promoted and high expectations are held out for each student, teacher, parent, staff member, community member, and partner.

The charter school targets students from the central city, but any student from the Milwaukee Public Schools may apply. The school is a real location, not a virtual place. The Cyberschool built a brand new school building to expand to include students in grades 1–8 in the 2000–2001 school year.

The curriculum is interdisciplinary and project based, an integrated process that puts ideas in a real-life context and requires thinking across disciplines, with a rigorous academic foundation, a strong computer focus, and an emphasis on community building.

59. City of Milwaukee, The Darrell L. Hines College Preparatory Academy of Excellence

Est. 2002

7151 North Eighty-sixth Street
Milwaukee, WI 53224

Barbara Horton
(414) 358-3542, Ext. 285
bhorton@dlha.org

City of Milwaukee
Dr. Howard Fuller
Charter School Review Committee
200 East Wells Street
Room 606, City Hall
Milwaukee, WI 53202-3567
(414) 286-3850

The Darrell L. Hines College Preparatory Academy of Excellence (DLHA) is dedicated to providing students at all grade levels with the opportunity to take challenging courses in a small, collegial environment that supports high academic achievement and ambitious academic goals. Using the International Baccalaureate curriculum, DLHA students participate in a college preparatory curriculum that will allow them to attend Milwaukee's most competitive high schools.

The Primary Years Programme (PYP) is a transdisciplinary approach that allows students to go beyond the scope of each discipline by making meaningful connections through studying a conceptual theme.

The program of study provides students with three vital lessons: knowledge about the world in which they live; skills to operate in the world in which they live; and attitudes that will encourage them to be productive members of the world in which they live.

Knowledge: PYP presents knowledge through themes. A theme identifies a concept, idea, or pattern and explores it through multiple perspectives.

Transdisciplinary skills: Because skills are learned most effectively when they are closely related to actual situations in which they will be used, every attempt is made to teach the skills through the units of inquiry.

Basic skills: Reading and spelling skills are taught using the Direct Instruction approach. Math skills are taught using the Everyday Mathematics program.

Attitudes: DLHA fosters attitudes that encourage students to become productive community members.

60. City of Milwaukee, Downtown Montessori Academy

Est. 1999

2319 East Kenwood Boulevard
Milwaukee, WI 53211
Virginia Flynn
(414) 332-8214
dmontessori@wi.rr.com

City of Milwaukee
Dr. Howard Fuller
Charter School Review Committee
200 East Wells Street
Room 606, City Hall
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(414) 286-3850

The Downtown Montessori Academy serves children from grades K3–4. A new grade is added each year, growing as the children grow. The intent is to go through eighth grade. The school continues to provide before- and after-school care for students, serving up to 100 children.

61. City of Milwaukee, Khamit Institute

Est. 1998

4714 West Fond du Lac Ave.
Milwaukee, WI 53216
Jerry Tarrer
(414) 445-0602
khamit@khamit.org

City of Milwaukee
Dr. Howard Fuller
Charter School Review Committee
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Room 606, City Hall
Milwaukee, WI 53202-3567
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The Khamit Institute serves 54 central Milwaukee students in grades K4–8 using multi-age, multigrade classrooms. It provides excellence in education by creating a healthy, harmonious environment and a high quality of life for students and families. The learning environment is fast paced, but serene and focused. Students and teachers wear simple uniforms to eliminate distractions.

The Khamit Institute exists to teach the life skills based on the civilization of Khamit (ancient Egypt). Adherence to this traditional culture empowered humankind to realize the greatness and genius that was glorified in ancient Khamit.

62. City of Milwaukee, YWCA Global Career City Academy

Est. 1999
Closed 2003

4610 West State St.
Milwaukee, WI 53208
Michelle Buckingham
(414) 607-1100, Ext. 226
mbucking@gca.ywca.ogm.org

City of Milwaukee
Dr. Howard Fuller
Charter School Review Committee
200 East Wells Street
Room 606, City Hall
Milwaukee, WI 53202-3567
(414) 286-3850

The YWCA Global Career City Academy opened its doors in September 1999 with 95 students in grades K-4. The school emphasized education in career fields that are nontraditional for women and people of color. The school aims to meet this goal by introducing children to these opportunities at an early age. The school closed in 2003.

The school's goal was for students entering high school to have a basic and accurate understanding of nontraditional careers, to see possibilities in the trade industries in addition to college-bound choices, to have a vision of their future career, to know what steps they need to take to pursue their career goal, and to have the necessary skills to pursue these career goals.

The curriculum provided for hands-on learning experiences. Project-oriented, experiential programs integrated theory and academic knowledge with hands-on skills and applications. The general education curriculum included activities that developed teamwork, problem solving, and higher-order thinking skills.

63. Milwaukee, Afro Urban Institute Charter High School

Est. 2002

600 West Walnut, Suite 39
Milwaukee, WI 53212
Elder Franklin Atwater, Sr.
(414) 562-6969
aui@aol.com

Milwaukee Public Schools
William Andrekopoulos,
District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001
andrekwg@mail.milwaukee.k12.wi.us

The Afro Urban Institute (AUI) charter school program serves diverse, predominantly underperforming eleventh and twelfth graders. Innovative approaches have been merged with the traditional to create an effective learning environment. The educational program infuses unique elements: parent and student outreach to affirm genuine interest in each student's success, graduation by standard credit requirements, and the use of graduation by proficiency portfolio. A planned work sequence affords students an opportunity to develop career and employment links in the community and to earn credits. The AUI supports and encourages diversified learning, skills development, work and career sampling and immersion, activities that develop critical thinking, and goal setting. Small class sizes allow direct communication, reinforcement, and comprehension of subjects and day-to-day matters.

64. Milwaukee, Audubon Technology and Communication Center

Est. 2001

3300 South Thirty-ninth Street
Milwaukee, WI 53215-4099
Katrice Cotton
(414) 902-7800

Milwaukee Public Schools
William Andrekopoulos
District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001
andrekwg@mail.milwaukee.k12.wi.us

The Audubon Technology and Communication Center (ATCC) has 940 student representatives of European, African, Hispanic, Asian, Native American, and other descents enrolled in grades 6, 7, and 8. The student population includes large percentages of special needs, Section 504 accommodation needs, and at-risk students. Nearly 70 percent of the student population is economically disadvantaged, as evidenced by their participation in the free or reduced lunch program. The ATCC believes that all students can be successful. Its goal is to promote communication, the most basic human strategy we use, to raise, educate, and empower children. It seeks to improve students' ability to express articulately, creatively, critically, and professionally. Each child is challenged to achieve academic success through the use of direct instruction, individual or cooperative teams, problem-solving activities, and real-life experiences. The ATCC uses a curriculum that provides constant reinforcement and extension in all content areas.

Flexible programming options center on reorganizing the school day so that it provides more student contact time, reduces the fragmentation of the day, and allows teachers to adapt their instructional strategies to address the different ways in which students learn. It is the belief of the ATCC community that flexible programming options provide more instructional opportunities for students to succeed in school.

65. Milwaukee, Bruce Guadalupe Community School

Est. 2000

1028 S. 9th Street
Milwaukee, WI 53224
Pascual Rodriguez
(414) 643-6441
Mary Beth Kuxhause
(414) 643-6441

Milwaukee Public Schools
William Andrekopoulos,
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(414) 475-8001
andrekwg@mail.milwaukee.k12.wi.us

The Bruce Guadalupe Community School (BGCS) was granted a charter by Milwaukee Public Schools in July 2000. The school has a strong commitment to improving the educational status of Hispanics. An important part of this commitment is that each student becomes proficient in English while maintaining facility in Spanish. The ultimate goal of BGCS is to exceed national norms in all subject areas at each grade level based on the Iowa Test of Basic Skills. Toward this end, BGCS offers an extended school year that includes a six-week summer-school program and an after-school program that provides academic and tutorial services.

66. Milwaukee, Fairview School

Est. 2001

6500 W. Kinnickinnic River Parkway
Milwaukee, WI 53219-3099
Jacqueline Scudder
(414) 546-7700
scuddejx@mail.milwaukee.k12.wi.us

Milwaukee Public Schools
William Andrekopoulos,
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Milwaukee, WI 53201-2181
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Fairview School is a partnership of families, staff, and community that educates 628 students in grades K4-6. It celebrates the diversity of the population and the uniqueness of each individual through a multicultural curriculum, individualized programming, and cooperative learning. A rigorous basic curriculum together with a positive school climate, outstanding programming in art and music, and technology options enables the school to modify and adapt learning experiences to make every student successful. Positive relationships are developed between the oldest and youngest students through mentoring and role-modeling activities.

Parental support and enrichment activities strengthen programming. The Fairview School Governance Council has a strong voice in directing and maintaining the focus of our educational environment. The Fairview PTA supports the educational programming and sponsors family activities.

67. Milwaukee, Gustav A. Fritsche Middle School

Est. 1999

2969 South Howell Avenue
Milwaukee, WI 53207-2093
Robin Kitzrow
(414) 249-1000
kitzrora@mail.milwaukee.k12.wi.us

Milwaukee Public Schools
William Andrekopoulos,
District Administrator

The vision of the Gustav A. Fritsche Middle School is to prepare 1,020 students in grades 6-8 to earn a living, become active citizens of this country and the world, and pursue lifelong learning using the investigative learning model. Program objectives provide a unique, attractive educational alternative for parents who might otherwise choose another school.

The emphasis in the investigative learning program is to create a developmentally appropriate, active, intentional, reflective, and collaborative learning environment in which learning is contextualized and self-selected. The curriculum and instructional practices transcend the focus on traditional school subjects, increase the acquisition of knowledge, develop intellectual skills, and enlarge understanding of ideas and values.

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andrekwg@mail.milwaukee.k12.wi.us

Literacy across the curriculum is promoted through authentic writing experiences and integration of technology in the curriculum.

The instructional goals are based on the principles of a rigorous standards-based curriculum. The charter school's focus on academic rigor, higher-order thinking skills, and equity is a detailed part of the education plan.

68. Milwaukee, Highland Community School

Est. 1996
3030 West Highland Boulevard
Milwaukee, WI 53208
Kathy Ronco
(414) 342-1412
hcommunityschl@wi.rr.com

Milwaukee Public Schools
William Andrekopoulas,
District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001
andrekwg@mail.milwaukee.k12.wi.us

In 1996 Highland Community School became Milwaukee's first charter school. Highland is a neighborhood-based, parent-run, early-childhood Montessori program for up to 85 children from age three through third grade. The school has a 29-year record of helping children and families succeed. The school's mission is to provide quality Montessori education and a nurturing environment for an economically and culturally diverse group of children on Milwaukee's west side, to empower parents to become responsible for and involved with their children's education, and to be a force for change in the community and in society.

69. Milwaukee, I.D.E.A.L. Charter School

Est. 2001
4965 South Twentieth Street
Milwaukee, WI 53221-2859
Barbara Ernest
(414) 304-6200
babernie@hotmail.com

Milwaukee Public School District
William Andrekopoulas,
District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001
andrekwg@mail.milwaukee.k12.wi.us

I.D.E.A.L. (Individualized Developmental Educational Approaches to Learning) Charter School, which opened during the 2001–2002 school year, is an instrumentality charter with a diverse K4–8 student population. Parents, teachers, and community members who believe in individualized, developmental education joined together to create I.D.E.A.L. Students, parents, and staff have ownership of the program.

Flexible groupings, a child-centered curriculum, integration of subject matters, active learning, and exploration are the cornerstones of I.D.E.A.L.'s educational plan. I.D.E.A.L. offers real-life educational experiences, extended day programs, and recreational opportunities to students and their families through collaboration with community businesses and agencies. I.D.E.A.L. has established a not-for-profit cooperative as one major portion of its governance structure. I.D.E.A.L. is built around five important constructs:

1. multi-aged, inclusive classrooms
2. a shared-governance model
3. active engagement in meaningful learning
4. assessment by performance, product, and demonstration
5. community involvement

Through charter status, I.D.E.A.L. can meet these constructs in creative and flexible ways.

70. Milwaukee Leadership Training Center

Est. 2001
2360 North Fifty-second Street
Milwaukee, WI 53210-2701
Leslie Seib
(414) 874-8588

The Milwaukee Leadership Training Center (MLTC) is a nonprofit, non-instrumentality charter school operating through a contract with the Milwaukee Public Schools system that serves the community's most challenging children—both boys and girls—in grades 5–12.

Milwaukee Public School District
William Andrekopoulos,
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Milwaukee, WI 53201-2181
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The MLTC offers a highly structured, experiential, vocational, and technology-based educational program designed to serve at-risk middle school- and high school-age youth who have served time in detention or who have been incarcerated. The MLTC combines a philosophy and practice of nonviolence with leadership training strategies drawn from the U.S. military. The MLTC, located in the St. Joseph's Center owned by the School Sisters of St. Francis, provides rigorous, hands-on educational opportunities for young people who have not had success in traditional school settings and who would most likely not otherwise gain access to experiential and technology-rich curricula that emphasize student achievement.

71. Milwaukee, Learning Enterprise Vocational Training Institute

Est. 2001

8920 West Brown Deer Road
Milwaukee, WI 53224
Kathy A. Harrell-Patterson
(414) 362-9710
kharre8210@mail.milwaukee.k12.wi.us

Milwaukee Public Schools
William Andrekopoulos,
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(414) 475-8001
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The Learning Enterprise Vocational Training Institute was created to respond to the needs of students not motivated in the traditional school setting. The school offers vocational training in fashion and design, carpentry, cosmetology, print and graphics, and auto detailing to high school juniors and seniors who have completed their entire core curriculum and only have electives to complete toward high school graduation.

The cosmetology component is a licensed beauty shop that meets all the requirements of the state to prepare the students for the Wisconsin State Boards. Students in auto detailing, carpentry, and fashion and design earn certification through the Milwaukee Area Technical College as licensed auto detailers, carpenters, and fashion designers. Students in the graphics program receive certification in various software, such as Microsoft Word, Microsoft Excel, PhotoShop, PageMaker, Quark, and Web Page Design.

The Learning Enterprise Vocational Training Institute believes that the hands-on, experiential learning provided by these vocational classes will provide meaningful learning to the students and provide them with careers after high school.

72. Milwaukee, Malcolm X Academy

Est. 2002

2760 North First Street
Milwaukee, WI 53212-2402
Lonnie Anderson
(414) 267-8600

Milwaukee Public Schools
William Andrekopoulos,
District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001
andrekgw@mail.milwaukee.k12.wi.us

The Malcolm X Academy (MXA) sought charter status within the instrumentality of the Milwaukee Public Schools to create a more innovative, flexible program to accommodate the needs of its large at-risk population.

The MXA curriculum serves as a driving force in the school program by using each element of the Nguzo Saba, the seven Kwanzaa Principles. Developed by Dr. Karenga, the Nguzo Saba stand at the heart of the origin and meaning of an effective philosophy of each person's relationship to the community in which they exist. Recognizing the powerful effect of values on children's decision making and behavior, the school sees the principles of unity, self-determination, collective action, cooperative economics, purpose, creativity, and faith as central to its students potential for success and overall understanding of the world. The entire philosophy that govern MXA's educational approach is embodied by the following principles: Ujoma (unity), Kujichagulia (self-determination), Ujima (collective work and responsibility), Ujamaa (cooperative economics), Nia (purpose), Kuumba (creativity), and Imani (faith).

The MXA Communication Department has adopted SRA Direct Instruction for both reading and writing. Direct Instruction refers to a highly scripted method for teaching that provides constant teacher-student interaction.

The Malcolm X Academy offers extended-day programming to provide highly at risk students intervention activities in which to participate during highly vulnerable times (3:00–6:00 P.M.), as well as provide more time for students to be assisted with academic deficits that hinder proficient or advance performance on classroom, district, and state assessments. By adopting SRA Direct Instruction and providing an extended-day program, MXA offers the majority of students who come to the school academically deficient an opportunity to make rapid gains in reading, while attaining appropriate grade-level readiness.

73. Milwaukee, Northern Star School

Est. 2002

8135 West Florist Avenue
Milwaukee, WI 53218
Valerie Benton-Davis
(414) 393-6183
vbenton@wi.rr.com

Milwaukee Public Schools
William Andreopoulos,
District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001
andrekgw@mail.milwaukee.k12.wi.us

The mission of Northern Star is to provide students with an academic program that includes lifelong learning skills, hands-on advanced technology, and access to community and business resources and opportunities that they need to succeed.

The purpose of Northern Star is to provide students who are on the verge of dropping out of school or have already dropped out the opportunity to complete middle school, move on to high school, and become active participants in society. Goals of the year-round program are to have students complete eighth grade, improve attendance, earn high school credits, and pass mandated proficiency tests.

Northern Star provides instruction in math, science, English and reading, social studies, and history. It offers individualized and group computer assisted instruction in its computer lab. KidBiz.com and TCA (Technology, Community, Arts) are some of the academic programs at Northern Star.

74. Milwaukee, Phoenix Charter School

Est. 2001

3620 North Eighteenth Street
Milwaukee, WI 53206
Michael Endress
(414) 875-6438
endresme@mail.milwaukee.k12.wi.us

Milwaukee Public Schools
William Andreopoulos,
District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001
andrekgw@mail.milwaukee.k12.wi.us

Phoenix School serves 150 high school students in grades 9–12. Approximately 70 percent of students receive free or reduced lunch, 60 percent are at risk, and 85 percent are minority.

Within each of the core subjects, learning takes place through thematic, interdisciplinary, and project-based learning. The school uses a full inclusion model, and special needs students also participate in community work experiences. Decisions are guided by the Circle of Courage philosophy, which includes Belonging, Mastery, Independence, and Generosity. Circle of Courage is a framework for the operation of the school. The behavior system and the method of instruction are designed to remind students that they are valued. Project-based learning allows students to experience success in each class. Students are expected to participate in 30 hours of community service or service learning each year.

Evaluation includes traditional tests, performance tasks, projects, oral presentations, one-on-one discussions, written papers, and a presentation of a learning portfolio to a panel composed of a community member, cohort teacher, a peer from the cohort, and the parent, guardian, or significant adult. The panel evaluates the current level of performance and provides feedback to the student with recommendations for improvement.

75. Milwaukee, Siefert Charter School

Est. 2001

1547 North Fourteenth Street
Milwaukee, WI 53205-2109
Janel Howard
(414) 935-1500

Siefert Elementary School, located in a near north-side neighborhood of Milwaukee, serves approximately 500 regular students and exceptional education students from Head Start through fifth grade. The population includes 95 percent African American, 1.4 percent Asian, 1 percent His-

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panic, 0.4 percent Caucasian, 0.2 percent Native American, and 1.8 percent other. With a mobility rate of 35 percent, 95 percent or more of the students qualify for free or reduced lunch.

Siefert Elementary School was granted charter status for the 2001–2002 school term. Efforts are focused primarily on SRA Direct Instruction, Efficacy, and Total Quality Education (TQE). Direct Instruction provides systematic reading instruction that accelerates student development. Through Koalaty Kid school status and training, the tools and processes of the business industry to assess, monitor, and adapt practices are used to ensure high-quality instruction. Siefert continues to build meaningful partnerships with families and with the community. The school collaborates with organizations, such as the House of Peace, to provide services for residents in the neighborhood.

76. Milwaukee, Solomon Juneau Business High School

Est. 2001
6415 West Mt. Vernon Avenue
Milwaukee, WI 53213-4099
Myron Cain
(414) 256-8200
juneauhightschool@yahoo.com

Juneau is the first traditional Wisconsin public high school to convert to charter school status. An intersession program allows Juneau to break the school year into three segments. In the fall semester, students take six classes of 57 minutes, and the semester ends before winter break in December; spring semester begins at the end of February. In between is a 33-day intersession. During intersession, students take only three classes in blocks of 113 minutes.

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Intersession allows students who failed basic classes during the fall semester to retake those classes and be back on track for the spring semester. For other classes, students engage in project-oriented class work and extensive off-campus studies.

77. Milwaukee, The Veritas High School

Est. 2001
3025 West Oklahoma Avenue
Milwaukee, WI 53215
Marcia Spector
(414) 389-5575

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William Andrekopoulos,
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Milwaukee, WI 53201-2181
(414) 475-8001
andrekgw@mail.milwaukee.k12.wi.us

The Veritas High School converted to a charter school in September 2001 and serves 150 students in grades 9–12. The Veritas High School provides children with a coordinated, classical academic program modeled after the work of Victor Frankel and Mortimer Adler. The curriculum's academic focus is on answering six great philosophical questions: What is truth? What is justice? What is liberty? What is beauty? What is equality? What is goodness?

Children work in Socratic seminars, research individual projects, complete team projects, share in dialogue groups, participate in formal presentations, and work in the community. Student assessment includes external evaluation by teachers and others based on criteria, rubrics, and standards that relate to high performance in a competitive and cooperative society. It also requires students to self-assess by examining their aspirations, skills, and attitudes based on their decisions and performance.

78. Milwaukee, Walker International Middle School

Est. 2000

1712 South Thirty-second Street
Milwaukee, WI 53215-2104
Dr. Hector Perez-Laboy
(414) 902-7500
perezlhr@mail.milwaukee.k12.wi.us

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Walker International Middle School is located in an ethnically mixed neighborhood and services a diverse population which is one-third Hispanic, one-third African American, and one-fourth Caucasian, along with Asian and Native American students. The school's programs serve the spectrum of at-risk to academically talented students.

Walker International Middle School's charter proposal is based on Colin Powell's initiative, America's Promise. This initiative believes that for children to be successful, five pieces in a child's life must be present. Walker seeks to be sure that all of its students receive these five pieces: a healthy start, a safe place, marketable skills, mentoring, and community service.

79. Milwaukee, Westside Academy I/II

Est. 2000

1945 North Thirty-first Street (I)
1940 North Thirty-sixth Street (II)
Milwaukee, WI 53208
James Sonnenberg
(414) 934-5000/(414) 934-4400
dobersle@mail.milwaukee.k12.wi.us

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William Andrekopoulos,
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P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001
andrekgw@mail.milwaukee.k12.wi.us

Westside Academy serves approximately 900 students from Head Start through eighth grade. At Westside Academy the goal is to provide instruction that will enable all students to have a successful academic career and be on their way to becoming productive citizens of society. Students entering the school are evaluated to determine their instructional level and then placed in an instructional setting to best serve their needs. To assist classroom teachers, Westside Academy has a team of "focus" teachers to provide supplemental instruction and intensive remedial instruction as needed. Westside Academy has also developed a character-building program with a structured and nurturing environment that will teach responsibility and self-discipline. Both a Saturday academy and a summer academy offers opportunities for students to receive remedial or accelerated instruction.

80. Milwaukee, Whittier Elementary School

Est. 2000

4382 South Third Street
Milwaukee, WI 53207-4999
Ruth Maegli
(414) 294-1400

Milwaukee Public Schools
William Andrekopoulos,
District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001
andrekgw@mail.milwaukee.k12.wi.us

Whittier Elementary School is a grade K4-5 educational learning center. A four-block reading and language arts model accommodates the learning styles and abilities of students. Math instruction consists of an integration of investigations and a comprehensive series that addresses basic skills. Hands-on science is taught throughout each grade level, with an emphasis on the scientific discovery method. Social studies instruction focuses on awareness and understanding of the world, as well as appreciation of diverse cultures. The use of technology is an integral part of instruction. Whittier Elementary School offers the Whittier Challenge program, a summer program designed to be an alternative to retention.

81. Milwaukee, Wings Academy

Est. 2002

1501 South Layton Boulevard
Milwaukee, WI 53215
Dani LaPorte
(414) 431-1356
wingsofmilwaukee@hotmail.com

Milwaukee Public School District
William Andrekopoulos,
District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001
andrekwg@mail.milwaukee.k12.wi.us

Wings is a small school with an alternative calendar and is designed to serve nontraditional students who have experienced school failure because of problems learning to read, spell, write, perform mathematical concepts, and organize themselves. Wings meets the needs of all students, but in particular, those who have experienced difficulty learning. Potential Wings students may have been identified as having a learning disability or have a history of school failure (at-risk students). Wings is an alternative for students whose educational needs have not been met through traditional methods of education.

Wings will use several approaches to accomplish the goal of appropriately educating students who learn differently. The Orton-Gillingham and Lindamood-Bell methods are used to address literacy. These are explicit, established, researched methods that are supported by the National Institute of Child Health and Human Development as appropriate means of teaching reading (including comprehension) and spelling to students with learning disabilities. Math is also addressed in an explicit, systematic manner with an emphasis on real-life applications. The content areas are taught through the arts and project-based approach created and implemented at the Lab School of Washington, D.C., a private school for students who learn differently. This approach features a developmentally appropriate, multisensory model that incorporates the arts and the principles of the multiple intelligences in order to teach students concepts that would, in a traditional school, be largely presented in a lecture format, a format that excludes many students with learning differences from the educational process.

Wings also believes in the "healthy body, healthy mind" axiom. In an effort to increase student awareness and to develop healthy habits, Wings will encourage peaceful conflict resolution, healthy eating, and regular exercise. It is Wings' intention to address the needs of the whole child with this combined emphasis on appropriate academic instruction, social skills, and healthy choices.

82. Milwaukee, Wisconsin Career Academy

Est. 2000

4801 South Second Street
Milwaukee, WI 53207
Ibrahim Duyar
(414) 483-8070
info@wiscca.com

Milwaukee Public Schools
William Andrekopoulos,
District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001
andrekwg@mail.milwaukee.k12.wi.us

The Wisconsin Career Academy (WCA) is contracted by the Milwaukee Board of School Directors as a noninstrumentality charter school. Wisconsin Career Academy is a small, structured school, with an enrollment of 350 students in grades 6–12.

The mission of WCA is to create an environment of learning and continuous growth for students, parents, and teachers to reach their highest potential—intellectually, socially, emotionally, and physically. Wisconsin Career Academy has a rigorous math and science curriculum. Science projects and fairs, preparation for and active participation in national contests, communication and leadership development programs, and cooperation with area universities are key elements of WCA's student-centered educational program. Seminars, panels, and training sections by professionals for effective parenting and leadership are offered to parents, and branch development groups help teachers stay current with advances in their subject matter. Wisconsin Career Academy seeks a diverse student body and offers its students both excellence and equity in education. The school's goal is to reduce achievement gaps and promote mastery of basic knowledge and skills required for academic achievement.

83. University of Wisconsin–Milwaukee, The Marva Collins Preparatory School of Wisconsin

Est. 2002

2449 North Thirty-sixth Street
Milwaukee, WI 53210-3040

Robert Rauh
(414) 445-8020

Lois Ketterhagen
(414) 445-0020, Ext. 301
mcpswi@ameritech.net

University of Wisconsin–Milwaukee

Robert Kattman

Enderis Hall

P.O. Box 413

Milwaukee, WI 53201

(412) 229-4682

rkattman@uwm.edu

The Marva Collins Preparatory School of Wisconsin (MCPS WI) is dedicated to providing a school of academic excellence embracing the curriculum and expectations established by Marva Collins. The Marva Collins Preparatory School of Wisconsin operates as an officially licensed “Marva Collins School,” which ensures that all teachers will be directly trained by Mrs. Collins or one of her designates.

The Marva Collins Preparatory School of Wisconsin enrolls children in grades K4–8. There are several basic expectations held at MCPS WI. The school expects that the students will be emerging readers by the end of the K4 year and fluent readers in K5 and that its second graders can perform at proficient or advanced on the state’s third-grade reading test. Students are also expected to matriculate through the math program so that they will be finishing the first algebra book by seventh grade and that its graduates will matriculate into advanced placement track courses at top high schools.

Within the school’s curriculum of caring, students also build on the basics. The core of the language arts program is Mrs. Collins’ phonics program. Math skills are taught through the Saxon math curriculum, which MCPS WI follows closely, with the exception of promoting all students one year ahead of schedule (e.g., the second grade completes the third-grade material). Social studies, science, memory, French, fine arts, and physical education are also offered and build on the skills learned in the core areas of math, reading, and writing. The Marva Collins Preparatory School of Wisconsin has established partnerships with several community agencies to enrich its program.

84. University of Wisconsin–Milwaukee, Milwaukee Academy of Science

Est. 2000

2000 West Kilbourn Avenue
Milwaukee, WI 53233

Tracey Sparrow
(414) 933-0302, Ext. 1122

tsparrow@milwaukee.edisonschools.com

University of Wisconsin–Milwaukee

Robert Kattman

Enderis Hall

P.O. Box 413

Milwaukee, WI 53201

(414) 229-4682

rkattman@uwm.edu

The Milwaukee Academy of Science serves 850 students in grades K4–8. The students come from all areas of Milwaukee, although the majority of students are considered to be residents of the central city. Approximately 95 percent are African American, 1 percent are Caucasian, and the remaining 4 percent are Hispanic, Asian American, and multiracial. Approximately 91 percent of students qualify for free or reduced meals.

The school offers a longer school day and school year, as well as a strong technology focus. The curriculum covers five domains: humanities and the arts, mathematics and science, character and ethics, health and physical fitness, and practical arts and skills. At the Milwaukee Academy of Science, a special emphasis is placed on science, through its unique partnership with the Milwaukee Science Education Consortium. The academy contracts with Edison Schools, Inc.

85. University of Wisconsin–Milwaukee, The Milwaukee Urban League Academy of Business and Economics

Est. 2001

3814 West North Avenue
Milwaukee, WI 53208

David DeBerry
(414) 615-3915

deberry2@milwaukee.edisonschools.com

The Milwaukee Urban League Academy of Business and Economics serves a predominately urban, culturally diverse, disadvantaged, and at-risk population of children.

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In the primary and elementary grades, the academy focuses on themes relating to personal finance and basic entrepreneurship. Students learn skills such as basic banking, personal budgeting, and problem solving. In the junior and senior grades, students graduate to more advanced business and financial topics, including basic investing and personal financial planning, economics, finance, and marketing. The academy contracts with Edison Schools, Inc., a private manager of public schools, to serve 1,500 Milwaukee students in grades K–12.

Under the terms of the partnership, 70 percent of the school's curriculum is based on the Edison model, and the remaining 30 percent has been designed jointly by The Milwaukee Urban League, Edison Schools' curriculum directors, and the school's teachers, educational leadership, and parents.

86. University of Wisconsin–Milwaukee, School for Early Development and Achievement

Est. 2001

1905 West Wisconsin Ave.
Milwaukee, WI 53233
Gene Stezela
(414) 342-4008
gstezela@mcfi.net

The mission of the School for Early Development and Achievement is to dramatically increase developmental competencies and educational achievement of children from birth through age eight, with emphasis on children with special needs. Children who are developing normally can benefit from the enriched environment provided in this full-inclusion school.

The school will accommodate the growing number of children with special needs by offering (1) an individualized educational plan for every child, (2) a transdisciplinary model viewing parents and staff as partners in the educational process, and (3) a coordinated array of expert resources from a range of disciplinary perspectives to provide comprehensive service delivery.

The School for Early Development and Achievement opened its doors to 40 children, age three to five, on September 4, 2001, with a plan to serve 150 children, age birth to five, by 2003.

University of Wisconsin–Milwaukee
Robert Kattman
Charter School Program Director
P.O. Box 413
Milwaukee, WI 53201
(414) 229-4682
rkattman@uwm.edu

87. University of Wisconsin–Milwaukee, YMCA Young Leaders Academy

Est. 2002

1350 West North Avenue
Milwaukee, WI 53205
Ronn Johnson
(414) 374-9400
rjohnson.ns@ymcamke.org

The north-side YMCA Young Leaders Academy is located at 1350 West North Avenue (corner of North and Teutonia Avenues) in the heart of Milwaukee's central city. The school serves 450 children, grades K–8. It offers wraparound services such as before- and after-school programs, youth sports, and youth development programs in the adjacent YMCA.

The mission of the YMCA Young Leaders Academy is to open the portals of opportunity for children and adults in the Milwaukee community through excellence in public education. The school's educational vision is to provide a curriculum that integrates leadership development with traditional academics to prepare students to be well informed, participating members of society.

The academy's educational goal is to prepare students to be creative, intuitive, and analytical thinkers. The school will empower students to learn by fostering their development as independent thinkers. Proven methods will be used to increase student performance including small class sizes, a longer school day and year, use of technology, a rigorous morning curriculum devoted to the basics, and keeping teachers with the same students for two or three years.

University of Wisconsin–Milwaukee
Robert Kattman
Charter School Program Director
P.O. Box 413
Milwaukee, WI 53201
(414) 229-4682
rkattman@uwm.edu

88. Monona Grove Alternative High School

Est. 1998

4400 Monona Drive
Monona, WI 53716-1097
Georgiana Giese
(608) 221-7666, Ext. 2005
georgiana_giese@mononagrove.org

Monona Grove School District
Gary Schumacher, District Administrator
5301 Monona Drive
Monona, WI 53716-3126
(608) 221-7660
gary_schumacher@mononagrove.org

Monona Grove Alternative High School began as an alternative learning environment for nine high school students struggling in the traditional school setting. In the 1999–2000 school year, the school doubled in size to serve 18 students. The school's mission is to provide a more flexible approach to learning, allowing students to attain their goal of high school graduation and to earn a Monona Grove High School diploma.

89. Monroe Alternative Charter School

Est. 1998

1220 Sixteenth Avenue
Monroe, WI 53566-1763
Dan Bauer
(608) 328-7128
dan.bauer@monroe.k12.wi.us

School District of Monroe
Ed Van Ravenstein, District Administrator
925 16th Avenue, Suite 3
Monroe, WI 53566
(608) 328-7147
ed.vanravenstein@monroe.k12.wi.us

The Monroe Alternative Charter School serves 50 at-risk students in grades 9–12, with eight staff members. The school is designed to serve students who are having problems in school because of truancy, poor grades, depression, alcohol and other drug abuse, attention deficit, hyperactivity disorder, lack of motivation, and behavior problems. The objective of this charter school is to develop all students to their highest potential and to prepare them for lifelong learning, challenge, responsibility, and opportunity.

90. Neillsville, Clark County Alternative Charter School

Est. 1998

501 Hewitt Street
Neillsville, WI 54456
Darwin Smith
(715) 743-7443
caneguydarwin@netscape.net

Neillsville School District
John Gaier, District Administrator
614 East Fifth Street
Neillsville, WI 54456-2026
(715) 743-3323
jgaier@neillsville.k12.wi.us

CESA 10
725 West Park Avenue
Chippewa Falls, WI 54729-3276
Terry J. Olson
(715) 720-2079
tolson@cesa10.k12.wi.us

The Clark County Alternative Charter School was established as a partnership between the Neillsville and Granton school districts, Chippewa Valley Technical College, the Clark County Job Center and Private Industry Council, and Cooperative Educational Service Agency 10 (CESA 10). The school was established in 1994 and chartered in 1998 to meet the needs of approximately 25 at-risk high school students ages 16 to 21. At the time of the school's formation, Clark County had the highest population of people without a high school diploma, according to an article in the Milwaukee Journal. The charter school is located in the same facility as the Clark County Job Center and Chippewa Valley Technical College, making for a functional and active partnership.

91. New Lisbon, Juneau County Charter School

Est. 1999

N11003 Seventeenth Avenue
Necedah, WI 54646
Michele Yates-Wickus
(608) 565-7494
yatesm@cesa5.k12.wi.us

School District of New Lisbon
Jon Trunell, District Administrator
500 South Forest Street
New Lisbon, WI 53950-0205
(608) 562-3700, Ext. 501
jon_trunell@newlisbon.k12.wi.us

CESA 5
P.O. Box 564
Portage, WI 53901-0564
Michele Yates-Wickus
(608) 742-8814, Ext. 296
yatesm@cesa5.k12.wi.us

The Juneau County Charter School is a collaboration of Juneau County Schools, consisting of the Mauston, Wonewoc, Necedah, New Lisbon, and Elroy-Kendall-Wilton school districts. This project was initiated as a local attempt to provide educational opportunities to disengaged students of Juneau County. The school focuses on service learning, career exploration, basic academic competencies, confronting individual barriers, and family involvement.

Desired outcomes of the Juneau County Charter School include decreases in students' community problems through courts, law enforcement, and social services involvement; completion of an educational program or successful transition to postsecondary programming or employment; and reintegration of this population into a traditional, vocational, or educational program. The school is designed to address these goals and meet the needs of students by remedying education lags, increasing motivation, addressing family issues, and improving deficits in thinking skills that have caused problems for the students.

A secondary outcome includes an improvement in the quality of life for both the students and their families through academic and vocational growth and increased personal responsibility for their decisions and behavior. It is believed that through this format, the students in Juneau County Charter School will be viewed by community members as resources, not problems.

92. New London, CASTLE Learning Center

Est. 2002

1700 Klatt Road
New London, WI 54961-8603
Cari Guden
(920) 982-8420
cguden@newlondon.k12.wi.us

New London School District
Bill Fitzpatrick, District Administrator
901 West Washington Street
New London, WI 54961-1698
(920) 982-8530
bfutzpat@newlondon.k12.wi.us

The mission of the CASTLE (Challenging All Students to Learn Effectively) Learning Center is to develop individuals who value learning and who are goal oriented, productive, and caring by providing diverse, effective educational experiences through school, family, and community partnerships.

The CASTLE Learning Center is a school within a school established to meet the individual learning styles, abilities, and needs of students in the New London School District.

The CASTLE Learning Center provides an integrated curriculum for students in grades 7-12 whose needs are not currently being met in the traditional setting. Students may be enrolled in one or more of the following three components:

- prevention cross-curricular for at-risk youth
- alternative component for students with behavioral challenges
- special program component to offer both combined at-risk and advanced individual programming

The delivery of academic services is offered to students between the hours of 7:00 A.M. and 8:30 P.M. The use of curriculum software PLATO program, evening library hours, regular education curriculum, and various community work sites allow for flexible educational environments.

A goal of the CASTLE Learning Center is to support a strong element of community involvement and student mentoring, securing a meaningful transition between the school and work environment.

93. Oconto Falls Alternative Learning Site

Est. 1998

320 Central Avenue
Oconto Falls, WI 54154
David Picard
(920) 848-4445
davpicar@mail.ocontofalls.k12.wi.us

Oconto Falls Public School District
David Polashek, District Administrator
200 Farm Road
Oconto Falls, WI 54154-1221
(920) 848-4471
polashek@ez-net.com

The Oconto Falls Alternative Learning Site (FALS) opened its doors in December 1998 with four students in a vacated library rented from the city of Oconto Falls. The charter school now serves 10 junior and senior at-risk students who have not experienced success in the traditional school setting. These students are credit deficient and regularly truant, and they lack a personal connection with the school environment. The Oconto Falls Alternative Learning Site aims to provide a safe environment for everyone to learn, a place where students take an active role in the governing and maintenance of the school, and opportunities for students to earn high school credits as fast as they are willing to work.

94. Oconto Falls, Spruce School

Est. 1998

102 S. Washington
Oconto Falls, WI 54154
Thomas Menor
(920) 848-4463
tommenor@mail.ocontofalls.k12.wi.us

Oconto Falls Public School District
David Polashek, District Administrator
200 Farm Road
Oconto Falls, WI 54154-1221
(920) 848-4471
polashek@ez-net.com

The Spruce School has operated as a rural two-room schoolhouse in the county since 1889, attaining charter status in 1998. At the time of its chartering, the school served 32 children in grades 1-4 in two multi-age classrooms. With the start of the 1999-2000 school year, enrollment grew to 40 students in grades 1-5. Two teachers and one classroom aide run the multi-age learning centers.

The school is located in an isolated part of the Oconto Falls Public School District. The Spruce School uses its rural setting as an opportunity to tie much of the multi-age instructional program to the land and to the area's cultural history. A high priority is placed on integrating environmental studies into the curriculum. A number of students are second- or third-generation Spruce students, adding to the school's family atmosphere.

95. Omro, Enterprise Charter School

Est. 2000

8389 Liberty School Road
Omro, WI 54963-9607
Carol Zarske
(920) 685-7410
czars@omro.k12.wi.us

Omro School District
Paul Amundson, District Administrator
455 Fox Trail
Omro, WI 54963-1198
(920) 685-5666
pamun@omro.k12.wi.us

The Enterprise Charter School addresses the needs of students in grades 9-12 who have exhibited a high rate of failure, truancy, or behavioral difficulties or who have exited school. The individual needs of the students drive the program, with skill development in the areas of academics, personal and social skills, and employability being the major program components. The overall focus is on fulfilling home district graduation requirements and credit deficiencies, with an ultimate goal of students graduating from their home high school. All academic instruction is grounded in the Wisconsin Model Academic Standards.

CESA 6
P.O. Box 2568
Oshkosh, WI 54903-2568
John Wade
(920) 236-0512
jwade@cesa6.k12.wi.us

96. Oshkosh, EAA and Oshkosh Schools Third-Grade Aviation Charter School

Est. 2001

Oakwood Elementary School
1225 North Oakwood Road
Oshkosh, WI 54904
Kirby Schultz
(920) 424-0164
kirby.schultz@oshkosh.k12.wi.us

Oshkosh Area School District
Philip Eickstaedt
District Administrator
215 S. Eagle Street
P.O. Box 3048
Oshkosh, WI 54903-3048
(920) 424-0100
philip.eickstaedt@oshkosh.k12.wi.us

The Oshkosh Area School District established the EAA and Oshkosh Schools Third-Grade Aviation Charter School in partnership with the Experimental Aircraft Association (EAA) Aviation Foundation, developing and implementing an aeronautics-based curriculum that incorporates an aviation theme across content areas, including art, music, and physical education. A school-within-a-school model, the EAA and Oshkosh Schools Third-Grade Aviation Charter School consists of one third-grade class in both the Jacob Shapiro and Oakwood elementary schools.

The curriculum and learning approach includes Web-based and distance-education links to the EAA Aviation Foundation to provide access to aviation resources (aeronautic personnel and experience, research and development facilities, aircraft and aviation artifacts, and network resources). The EAA Aviation Foundation supports eight supplementary Internet WebQuest units that are coordinated with the eight units of the classroom curriculum. Each unit follows a standardized format that clearly presents the components of introduction, task, process, resources, evaluation, conclusion, and teacher pages.

Through existing programs such as eXperimental Files, Operation Aviation, Night Flight, and Formation Flight, students directly observe or participate in a variety of discovery and project-based activities.

97. Parkview Charter School

Est. 1999

106 W. Church St.
Orfordville, WI 53576-0247
Tracy Walczak
(608) 879-2352
twalcz@parkview.k12.wi.us

Parkview School District
Pauli Nikolay, District Administrator
P.O. Box 250
Orfordville, WI 53576-0250
(608) 879-2717
pnikolay@parkview.k12.wi.us

The Parkview Charter School serves 20 at-risk high school-age youth. The charter school team includes students, parents, regular and special education staff and administration, board of education members, law enforcement, human services, and community business members.

The goal of the charter school team is to engage the students in motivating, meaningful educational experiences and opportunities to ensure their success and completion of a high school diploma.

The curriculum is delivered in a student-centered learning environment that meets the individual needs and interests of the students. The theory of multiple intelligence forms the basis of the charter school's teaching methodology, accommodating different student learning styles and encouraging a lifelong love of learning. This collaborative model involves students, school, family, and employers who focus on shared responsibility for the students' success.

The school also aims to provide a safe, orderly, and healthy environment that allows students to achieve to their full potential. The focus is on prevention and intervention strategies that engage students in positive school, work, and community experiences.

98. Portage Academy of Achievement

Est. 1999

2600 Woodcrest Drive
Portage, WI 53901-1262
Dyann Miller
(608) 742-1409
millerd@portage.k12.wi.us

The Portage Area Charter School serves 36-50 at-risk high school students in grades 9-12. Some of the targeted students have already dropped out of school and may be failing in local traditional preparation programs. The district had no alternative or at-risk programming before the establishment of this charter school.

The charter school is characterized by alternative methods of continued learning in an atmosphere that is sensitive and suited to the development of students' intellectual, physical, and social capabilities. Students succeed

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in an environment where they feel as though they belong and where they learn to build partnerships with peers and teachers. The 30 Ways to Shine model of community service is a part of the program in which all students participate as a way of developing healthy developmental assets.

The charter school provides instruction by three primary means: first, by direct instruction in core subjects; second, through the integration of technology into the curriculum; and third, through work experience. Students develop a customized and innovative approach to their learning program, thereby developing more positive attitudes toward self, school, and society. The school's ultimate goal is for students to graduate, to learn to live responsibly in the community, and to achieve economic self-sufficiency.

99. Portage, River Crossing Charter School

Est. 2002

191 E. Slifer Street
Portage, WI 53901-1262
Victoria Dahlby
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The Portage Community School District implements the River Crossing Charter School to better meet the unique needs of individual learners in grades 7 and 8. The River Crossing Charter School provides an exciting, nurturing, caring, and innovative educational and social atmosphere. Students receive instruction in the core academic subject areas at the charter school; however, the entire instructional delivery is designed to be thematically based in environmental sciences and emphasizes interdisciplinary integration of subject matter, problem- and issue-based learning experiences, learner-centered instruction, hands-on and engaged learning strategies, constructivist approaches, and self-directed learning. In addition, the curriculum is highly integrated with technology applications. The program is designed to recognize alternative methods essential to the development of the student's intellectual, physical, and social capabilities, while being sensitive to the unique set of attributes and needs that each individual brings.

Although enrollment is open to all seventh and eighth grade students, special emphasis is placed on recruiting severely at risk youth who are struggling academically, who exhibit adverse and antisocial behavior, or who have been identified as "emotionally disturbed" special education students. Students receive highly individualized attention with a low student-to-staff ratio and with instructional and assessment techniques that are matched with their own learning styles. Reflective journaling, portfolio assessment, and authentic assessment are several ways the school will monitor student achievement. Parental participation in school programs are encouraged and a variety of community partnerships will be essential to effective delivery of this innovative educational setting.

100. Prairie du Chien, Eastman Community Home Organization Elementary School

Est. 2000

202 South Main Street
Eastman, WI 54626
Jim O'Meara
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The Eastman Community Home Organization Elementary School (ECHOES) is a PK-5 charter school in the Prairie du Chien School District. Located in southwestern Wisconsin, the Eastman area consists of a small town with a population of 369 and the surrounding rural area. The economic base is agrarian, with parents and community members supporting the school as a center for educational and community activities.

The vision of ECHOES is to preserve the rural concept of schooling as a learning organization and a school-based community, while expanding the instructional practices of delivering curriculum to include success for all students. Thus the instructional program in this charter school is not so much a change in content but in the methods of delivery.

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Eric Jensen's brain-based learning research, early reading intervention, multi-age grouping, cooperative learning, one-to-one tutoring, Brooks' constructivist classroom, and Roger Taylor's Interdisciplinary Model for Integration are the norm.

The goal of the school is to promote and uphold an atmosphere in which the following values are held: (1) all students can learn and be successful, (2) students will learn the importance of a sense of place, (3) teachers and community accept collective responsibility for student learning, and (4) learners are all different and have a right to a differentiated classroom where there is respect, fairness, and caring.

101. Racine, McKinley Middle Charter School

Est. 2000

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Racine Unified School District
Thomas Hicks, District Administrator
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The McKinley Middle Charter School (MMCS), a public sixth- through eighth-grade school within the Racine Unified School District, is an intercity school with a population of approximately 1,100 students and 80 staff members. The school was granted charter status according to Wisconsin Charter School Law beginning in the 2000-2001 school year as an instrumentality of the district. The main mission of MMCS is to integrate the philosophy of systems thinking with the concept of sustainability to all of its staff and students. Staff and students are engaged within the community collecting and analyzing data that connect to indicators of sustainability. High levels of accountability and empowerment in the parents, teachers, and students are cornerstones of the program.

102. Racine, The REAL School

Est. 2000

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Racine Unified School District
Thomas Hicks, District Administrator
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The Racine Educational Alternative Learning Experience (the REAL School) was established in 2000 and represents the creation of a family with the purpose of stimulating lifelong emotional, mental, and physical development. The REAL School philosophy respects the need for flexibility in determining how students of various intelligences and abilities are best served. The REAL School provides a strong alternative program that tailors meaningful assignments to individuals and challenges students to think and apply academic learning to real-life problems. Every student is linked to an adult teacher or mentor and a student tutor in different academic areas of need, and reports regularly to a codirector.

103. Racine, University of Wisconsin-Parkside, The 21st Century Preparatory School

Est. 2002

1220 Mound Avenue
Racine, WI 53405
Milton Thompson
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mthompson@21stprepschool.org

The 21st Century Preparatory School focuses on educating Racine's diverse children for access to the full array of life choices, including college and careers, by (1) recognizing and using each child's unique abilities and talents for academic development and individual growth, (2) employing a well-structured, rigorous, and comprehensive K-8 curriculum incorporating both Core Knowledge and Direct Instruction reform models, and (3) requiring the mutual accountability of staff, students, family, and commu-

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nity as key partners in the school's overall governance and day-to-day operation.

The fundamental goals of the Preparatory School are divided into three interlocking categories: (1) learning goals for children, (2) cultural or operational goals, and (3) parent and community engagement goals.

The classroom structures of communities of learners and teacher looping to promote prolonged relations between teachers, students, and parents enhance and extend the effectiveness of the Preparatory School's primary focus on Core Knowledge and Direction Instruction models. Both, when fully implemented, have proven effectiveness with a wide range of students, including poor, gifted, learning disabled, and wealthy children enrolled in urban, suburban, and rural schools. The two reform models are complementary in that Direct Instruction provides the framework for teaching to mastery the foundational skills in reading, language arts, and mathematics and Core Knowledge provides the framework for the application of those skills in other curricular areas in a rigorous and engaging way. In addition, several specific research-based instructional strategies are used to deliver the Core Knowledge and Direct Instruction materials and sequences at all grade levels.

104. Rice Lake, Barron County Alternative School

Est. 2001

1725 South Main Street
Rice Lake, WI 54868
Paul Vine
(715) 234-9007
vinep@ricelake.k12.wi.us

Rice Lake Area Schools
Paul Vine, District Administrator
700 Augusta Street
Rice Lake, WI 54868
(715) 234-9007
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CESA II
225 Ostermann Dr.
Turtle Lake, WI 54889-9191
Robert Rykal
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The Barron County Alternative School, which enrolls 27 at-risk students from the Barron, Cameron, Cumberland, and Rice Lake School Districts, seeks to do the following:

1. serve more at-risk students in a flexible educational setting
2. differentiate services for at-risk students including mentorship and service learning components
3. establish a curriculum that provides at-risk students with opportunities to engage in activities that integrate and apply basic curriculum to the workplace and real-life situations
4. broaden partnerships between parents, community members, businesses, and higher education

Ages range from 15 to 19 and, in special circumstances, to 21. The primary goal of the Barron County Alternative School is to provide an integrated academic, behavioral, and vocational program to keep at-risk youth in school, to achieve credit toward a high school diploma or equivalent, and to successfully transition the youth from school to work or a postsecondary program.

An outside learning, volunteer, or work experience is included in the Individual Accommodation Plans. Staff members and the Barron County Workforce partner with the Wisconsin Department of Natural Resources, the Barron County Conservation Department, and the Barron County Workforce Resource to offer learning, work, and volunteer experiences.

105. Richland Center, Comprehensive Learning Center

Est. 2000
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Richland Center, WI 53581
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The Comprehensive Learning Center provides meaningful educational experiences for students with the most severe school adjustment problems. It is a separate facility from the high school, providing a safe, nurturing educational environment and personalized nontraditional instruction to high-risk students. Students' needs are addressed individually rather than having all students receiving the same instruction. The curriculum relies heavily on students' input and emphasizes skills (compe-

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tency-based classes) over seat time, and discovery over lecture and book work. Problem solving, goal setting, and transition to adult life are infused into each day.

106. River Falls Montessori Charter Academy

Est. 2002

211 North Fremont St.
River Falls, WI 54022
Charles Eaton
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cheato@rfsd.k12.wi.us

River Falls School District
Boyd McLarty, District Administrator
852 East Division Street
River Falls, WI 54022
(715) 425-1800
bomcla@rfsd.k12.wi.us

The River Falls Montessori Charter Academy is designed to offer families in the River Falls area a choice of an alternative elementary educational experience based on a proven philosophy and methodology, one that works for children of all abilities and socioeconomic levels and that fosters autonomous, responsible, adaptive citizens who are lifelong learners, problem solvers, and competent in all areas of life. Montessori schools are based on principles of respect and independence and are designed to help all students discover and develop their unique talents and possibilities. They treat each child as a unique individual learner. The structured Montessori curriculum has been shown to meet Wisconsin Model Academic Standards and actually encourages students to exceed the basic requirements.

A variety of instruments is used to assess and report student progress, including the standardized tests used elsewhere in the district. In addition, instruments that specifically measure a child's progress through the Montessori curriculum are used. Also, student work plans and work completed are used to demonstrate and track progress.

Initially, students in kindergarten through second grade (ages 5–7) will be served because this is where the foundation for a Montessori education is established. Classrooms through grade 5 will be phased in as children progress and community interest grows.

In the Montessori elementary curriculum, reading, language, mathematics, geometry, science, history, geography, art, music, and physical education are all integrated. Reading and research skills are emphasized, and students are taught to go beyond the confines of the classroom for information. The environment in the Montessori classroom is carefully prepared and designed to facilitate the development of the children's independence and sense of personal empowerment.

107. River Falls Renaissance Alternative Charter School

Est. 1999

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(715) 425-1800
edschr@rfsd.k12.wi.us

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The River Falls Renaissance Alternative Charter School received its charter in May 1999 and serves 20 students in grades 10–12 who have not found success in mainstream education. Many of the charter school's students are bright but frustrated or bored by conventional teaching methods. The charter school is designed to be flexible, innovative, creative, and practical and to take into account the students' unconventional ways of learning.

All students are required to have work experience. This work experience helps students to see how their curriculum affects the rest of their working lives. Students participate in many career inventories to help them determine what they want to do with the rest of their lives.

108. St. Francis, Horizon Academy

Est. 1998

4225 South Lake Drive
St. Francis, WI 53235-5911
Gerald Luecht
(414) 801-7636

St. Francis School District
Ronda S. Ewald, District Administrator
4225 South Lake Drive
St. Francis, WI 53235-5941
(414) 747-3900
ljarosh@themariners.com

Horizon Academy is a school within a school, offering a comprehensive curriculum with school, work experience, and service learning components. These components are designed to offer students maximum flexibility in attaining their diploma, GED, or HSED. Horizon Academy currently provides 20 at-risk students in grades 8–12 with a year-round, learner-centered, self-paced educational program.

Each student's individual education plan and time schedule incorporates the student's needs, talents, interests, and circumstances. Students who need to work can do so half days and attend school in the mornings or evenings. The schedule of a school-age parent can be structured to meet parenting responsibilities. A student with an interest in technical courses not available at St. Francis High School can attend the charter school part-time and the Milwaukee Area Technical College contract program part-time.

109. South Milwaukee, Connects Learning Center

Est. 2001

6201 S. Barland Ave.
Cudahy, WI 53110
Kathy Dermody
(414) 768-6309
dermodykathy@sdsdm.k12.wi.us

School District of South Milwaukee
David Ewald, District Administrator
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Connects Learning Center (CLC) is an alternative education program for at-risk, ninth- through twelfth-grade students from the school districts of South Milwaukee, Oak Creek, and Cudahy. The CLC mission is to develop the basic skills of each student with a prescriptive individualized curriculum that engages them. Curriculum and tests are developed in collaboration with the high schools and are aligned with state standards. All students enrolled in CLC are required to satisfy graduation requirements of their respective districts and participate in the Wisconsin state proficiency tests. Public service, employability skills, and work experiences are essential components of the curriculum. Parental involvement and community partnerships are key to CLC's philosophy. Parents are required to attend initial and annual intake interviews with their students. They participate in conferences and meetings to assist in the improvement and expansion of CLC. Connects Learning Center has formed a partnership with home-based community businesses. These strong connections have facilitated the success of our students. The three participating districts oversee CLC's operations, with South Milwaukee acting as the fiscal agent.

110. Sparta Charter Preschool

Est. 2000

506 North Black River Street
Sparta, WI 54656
Michael Roddick
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Sparta Area School District
John Hendricks, District Administrator
506 North Black River Street
Sparta, WI 54656
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jhendricks@spartan.org

Sparta Charter Preschool presently services 72 four-year-olds, with approximately 50 percent of them at risk. Both Creative Choice and Montessori programs offer a holistic approach to the child's development that forms the basis of the district's preschool curriculum: that is, one that focuses on the child's social, academic, and creative natures. In addition, the curriculum includes a family-style meal component, giving teachers the opportunity to model good table manners and etiquette. Developmentally appropriate fine motor activities, creative play centers, and problem-solving challenges, as well as songs, finger plays, and gross motor movement playtime, are all part of the regular programming of Sparta Charter Preschool.

111. Sparta High Point School

Est. 2002

201 East Franklin Street
Sparta, WI 54656
Curt Kennedy
(608) 366-3491
ckennedy@spartan.org

Sparta Area School District
John Hendricks, District Administrator
506 North Black River Street
Sparta, WI 54656
(608) 269-3151
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The purpose of creating a new charter program for the Sparta Area School District in grades 7–12 is to better meet the needs of all the students in the district. This program serves those students who feel that the current school system does not adequately meet their learning needs. Those students may be those who are underchallenged, unmotivated, or unsuccessful in a traditional school setting for a variety of reasons or who feel the need to develop more meaningful relationships with teachers and other students in a smaller community of learners.

Components of the program include (1) a project-based instructional framework aligned to Wisconsin Model Academic Standards, (2) student-driven learning experience facilitated by teachers, (3) individualized and cooperative learning opportunities, (4) community partnerships incorporated into expanded learning experiences, (5) character development and positive decision making, and (6) accountability. The program's objectives are to be attuned to the unique talents and strengths of the individual learner, to foster the desire for and excitement of learning, to be relevant to the lives, experiences, and goals of both students and parents, to create a new instructional model that will reach students with a variety of learning styles and learning needs, and to offer programming choices to parents and students.

112. Stevens Point, Concerned about Reaching Everyone

Est. 2000

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Connie Negaard
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David Schuler, District Administrator
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Concerned about Reaching Everyone (CARE) is an alternative school for at-risk students within a large junior high school. It serves 45 seventh-, eighth-, and ninth-grade students in need of a smaller school environment that provides individualized instruction and support. The program consists of a block schedule with certified teachers providing instruction for students who have been identified as at risk. An at-risk student is defined as a student facing truancy issues, social or emotional problems, or low academic abilities. Teaching staff work on sound academics and develop the rapport, support, and nurturing environment necessary for a successful alternative program at the junior high school level. After the block schedule, the students rotate into the regular school-day schedule with elective courses at Ben Franklin Junior High School. Part of their day is spent with the teachers of at-risk students for a structured study time during which homework is monitored and tutoring is provided. Retired senior volunteers assist the students as tutors and mentors. The school has expanded to include adventure education, community service, and technology integration.

113. Stevens Point, Education for a Sustainable Development

Est. 1998

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Vic Akemann
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Education for a Sustainable Development (ESD) is a school within a school, serving 102 sophomores, juniors, and seniors. The charter school shares library, gymnasium, cafeteria, administrative, guidance, extracurricular, and transportation services with Stevens Point Area Senior High School (SPASH).

A survey gauging parental satisfaction with SPASH indicated that a majority of parents thought SPASH was overcrowded and that there was a need for more teacher–parent contact and teacher–student advisory relationships. The results led to the development of the ESD charter school.

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Education for a Sustainable Development serves a diverse population of students, many of whom are nontraditional learners. Students benefit from individual attention and a group-oriented, academically integrated, participatory environment.

114. Stevens Point, Jackson Environmental Discovery Center

Est. 2002

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Carl Coffman
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Stevens Point Area Public School District
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The Jackson Environmental Discovery Center (JEDC) in Stevens Point puts into practice innovative learning ideas in a unique 21-acre outdoor setting maximizing the potential for environmental education integration throughout the entire curriculum. The JEDC site includes parts of the Green Circle Trail, wetlands, and woodlands, as well as prairie, and the Wisconsin River is within easy walking distance. This program also allows students to use technology to analyze data and share what they have learned from their hands-on experiences with other students in the area and across the world.

The center involves approximately 350 preschool–6th graders and the staff from the following programs:

1. regular education
2. English as a second language
3. learning disabilities
4. early childhood (special education)
5. speech and language delays
6. adaptive physical education
7. advanced academic ability (academic giftedness)
8. occupational therapy and physical therapy needs
9. special reading needs (Title 1 and reading recovery)

The JEDC staff members have worked with professors from the University of Wisconsin–Stevens Point College of Natural Resources and have used this unique link to help create, design, and develop more hands-on, discovery activities across the curriculum using the adjacent (and community) environmental sites. College students also use the JEDC site as part of their program.

115. Stevens Point, McDill Academies

Est. 2002

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Dennis Raabe
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The McDill Academies is a K–6 charter school that serves approximately 350 students within the Stevens Point School System. The McDill Academies is designed to ensure that “No child is left behind” in the opportunity to obtain a high-quality education and meet challenging academic achievement standards as reflected in local, state, and federal monitoring and assessment systems.

The McDill Academies is made up of four separate academies: (1) the Academy of Math, (2) the Academy of Language Arts, (3) the Academy of the Sciences, and (4) the Academy of the Humanities. Students spend one to two hours in each academy each day. Students may be grouped into the academies based on grade level, development, or performance levels.

Each academy has identified a continuum of grade-level performance standards that students are expected to master each year. These standards reflect challenging state and national performance standards. Individual

progress of students, in attaining standards, is monitored using the Assess 2 Learn Web-based computer assessment package developed by Riverside Publishing.

The staff and parents of McDill Academies are committed to presenting a rigorous curriculum that entails scope and sequence and the development of essential skills. In each academy, staff and parents continually review the curriculum to determine what procedures, materials, and strategies lead to the learning of stated skills and which are ineffective in leading to high academic achievement.

Students who do not master a critical concept after multiple learning opportunities within the classroom can use the Resource Center for intensive individual instruction until the concept is mastered. Community volunteers, parents, and staff members are available to assist students in the Resource Center. Students may also be assigned to the Resource Center during a summer school session to attain needed skills.

116. Stevens Point, McKinley Center

Est. 1994

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The McKinley Center is one of 10 elementary schools in the Stevens Point Area School District and serves 350 students in grades K-6. The student population includes regular education; gifted and talented; special education, such as learning, cognitive, physical, and speech and language; and English-language learners. McKinley Center goals are to (1) help every individual reach the highest level of success without regard to economic or cultural background or individual learning style, (2) allow parents, staff, students, and the community to work together to become lifelong learners and responsible citizens in a global society, and (3) provide educational programs that take into account the emotional, physical, and intellectual needs of each individual.

The charter school works to accomplish these goals by integrating technology into every student's learning experience. Students achieve improved academic results by using technology through Power Point presentations, Kids Pix slide shows, and producing videos. Student success is further enhanced with parents and the community engaged in the education process.

117. Stevens Point, Wisconsin River Academy

Est. 2002

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The mission of the Wisconsin River Academy is to engage students in interdisciplinary, open-ended, hands-on, experientially based programs. The goal of the program is for students to see and understand the interrelationships between human societies and systems and their surrounding natural environment.

The Wisconsin River Academy is designed to allow students the opportunity to develop mentally, emotionally, physically, and academically through use of a hands-on, experientially based methodology. The school is best described as a "school without walls," espousing to challenge students to integrate academic objectives in the natural environment while solving realistic problems having actual life consequences. The underlying philosophy and methods of instruction consists of experiential methodology, brain-based learning, and multiple intelligence theory, which aligns with state objectives identified in the model curriculum areas. All programs of instruction model Expeditionary Learning, or project-based curriculum. The focus of this school is to involve students in projects that have concrete, manageable, and holistic results to measure success and learning.

118. Sturgeon Bay, Door County Charter School

Est. 2001

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Sturgeon Bay, WI 54235
Randy Watermolen
(920) 746-2803
watermol@sturbay.k12.wi.us

Sturgeon Bay School District
Robert Grimmer, District Administrator
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Sturgeon Bay, WI 54235
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The Door County Charter School (DCCS), located in Sturgeon Bay, is open to high school-age youth from public, private, and home schools across the 80-mile-long peninsula. Enrollment is one-sixth Gibraltar Area, one-sixth Sevastopol, one-third Sturgeon Bay, and one-third Southern Door County students. High school students on Washington Island participate in DCCS's alternative programming through an Internet-based curriculum. Instructional programming and supportive activities provide an alternative to students in danger of not graduating from high school.

Curriculum offerings are self-paced, and credits earned allow students to earn a diploma from their school district of enrollment. Academic curriculum components are Web based and computer accessible through Internet portals. Teachers and students use the Door Kewaunee Business Education Partnership to gain hands-on, real-life work experiences. Community volunteer service (service learning) is required from each student. The Door County Department of Social Services and Door County Community Programs provide wrap-around services to enhance students' natural family and community connections. Students have access to extracurricular activities in their home districts, including Wisconsin Interscholastic Athletic Association (WIAA) athletic participation, academic competitions, and music, theater, and fine-arts activities.

The school day is split into two three-hour learning blocks (academic and vocational) and includes computer-based curriculum, individualized units of instruction, and independent-living skills. The vocational block includes work experience. Students maintain the school and equipment and design menus for nutritious snacks and meals.

119. Sun Prairie Alternative High School

Est. 2000

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Sun Prairie, WI 53590
Paul Keats
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Sun Prairie Area School District
Tim Culver, District Administrator
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The main objective of Sun Prairie Alternative High School is to provide at-risk students the opportunity to earn a diploma based on the same high-quality educational standards as the regular high school, using differing instructional methods and a more flexible structure. Students develop the necessary technological skills to compete in today's world and with the career and life skills they need to live successful and independent lives after graduation.

Grade levels served by the charter school include second-, third-, and fourth-year high school students, as well as returning fifth-year seniors. First-year high school students who are at risk have a support mechanism built into the regular high school program available during the second semester of their freshman year.

Technology instruction is infused throughout the curriculum and is indicated by the development of computer-usage skills and the ability to access information from a variety of sources. Common instructional practices include school-to-work transition, community service, and life skills. Students have an individualized program of studies that may involve small-group instruction, individual self-paced instruction, community-based experiences, and Internet-based instruction.

120. Sun Prairie, Dane County Transition School—Sun Prairie and Madison

Est. 1998
Closed 2004

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mandmlover@aol.com

Sun Prairie Area School District
Tim Culver, District Administrator
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Sun Prairie, WI 53590
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CESA 2
448 E. High Street
Milton, WI 53563
Gary Albrecht
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The Dane County Transition School (DCTS) served at-risk youth in grades 9 through 12 at two charter school locations, one in Sun Prairie and one in the city of Madison. Chartered by the Sun Prairie Area School District, the school served students from 17 school districts throughout Dane County and was operated by Cooperative Educational Service Agency 2 (CESA 2). The charter school was funded primarily through fees charged to area school districts on a per-pupil basis. Total enrollment for both sites was 61 students, and the student-to-teacher ratio was approximately 10 to 1.

The typical DCTS student demonstrated risk factors that included drug or alcohol abuse, trouble with the law, or gang involvement. Others were subjected to severe abuse, including physical, verbal, or sexual abuse. Still others were neglected at home or were homeless. A high percentage of the students enrolled were classified as learning disabled or emotionally disturbed. As a result, these students lacked engagement in the education process and demonstrated an inability or unwillingness to succeed in the regular school setting.

The school's mission was to provide an environment that promoted the social, emotional, academic, and vocational growth and development of students most at risk.

121. Trevor Accelerated Program

Est. 1998

26325 Wilmot Road
Trevor, WI 53179-9701
Barbara Sander
(262) 862-2356
bsander@trevor.k12.wi.us

Trevor Grade School District
Al Lindstrom, District Administrator
26325 Wilmot Road
Trevor, WI 53179-9701
(262) 862-2356
alindstr@trevor.k12.wi.us

The Trevor Accelerated Program (TAP) is a parent education program and an accelerated junior kindergarten and kindergarten for four- and five-year-olds. It is designed to provide quality and developmentally appropriate schooling for all young children, regardless of socioeconomic background. The staff believes that educating parents is key to achieving this goal.

Other school objectives are for each child to have proper health care (immunizations), appropriate family-child activities, and positive early learning experiences. Family-child activities include family-child reading, other family-child language and literacy activities, storytelling and going to the library, and support for families of preschoolers and kindergartners.

Est. 1996

740 North Main Street
Verona, WI 53593
Ingrid Beamsley
(608) 845-4129

Verona Area School District
William Conzemius, District Administrator
700 North Main Street
Verona, WI 53593
(608) 845-4300
conzemib@verona.k12.wi.us

122. Verona, Core Knowledge Charter School

Verona's Core Knowledge Charter School (CKCS) is a school of choice for 328 students in kindergarten through eighth grade. It follows a rigorous curriculum that focuses on core academics. After extensive study, parent organizers chose the Core Knowledge Sequence and Direct Instruction for CKCS's educational program. The Core Knowledge Sequence identifies the subject matter to be covered in literature, science, geography, history, art, and music. The Direct Instruction program prescribes the content and instructional method teachers use for reading, mathematics, spelling, and writing. These are carefully sequenced and coordinated programs built on skills learned in prior years.

123. Verona, New Century School

Est. 1995

401 West Verona Avenue
Verona, WI 53593
Tim Bubon
(608) 845-4910
bubont@verona.k12.wi.us

Verona Area School District
William Conzemius, District Administrator
700 North Main Street
Verona, WI 53593
(608) 845-4300
conzemib@verona.k12.wi.us

New Century School in Verona was Wisconsin's first parent-initiated, elementary-level charter school. It serves 86 children in six multi-age classrooms: two for kindergartners and first graders, one for first and second graders, two for second and third graders, and one for fourth and fifth graders.

New Century School was founded as a partnership for learning among students, teachers, and parents. Its goal is to nurture the child's continuous progress and independence as a lifelong learner through an integrated curriculum emphasizing science and mathematics. New Century School's staff members believe this overall approach best meets a changing world where familiarity with science and mathematics is vital and where working cooperatively in groups and independently on individual initiatives are all important.

124. Viroqua, Laurel High School

Est. 1999

100 Blackhawk Drive
Viroqua, WI 54665
Renee Baker
(608) 637-1605
bakren@viroqua.k12.wi.us

Viroqua Area School District
David Johnston, District Administrator
115 North Education Avenue
Viroqua, WI 54665
(608) 637-1187
vasadm@viroqua.k12.wi.us

Laurel High School is an alternative educational choice for 12 high school students in grades 9–12. Enrollment is open to all high school students in Viroqua. The typical charter school student is a nontraditional learner who needs more challenge and active learning opportunities than are available in the regular high school. The staff looks to offer a secondary-level education program that is student designed, learner driven, and supported by a true collaborative community effort.

The charter school's overall mission is to offer self-motivated individuals new approaches to meet their academic and technical education needs; to challenge students to meet high standards of academic and social achievement and performance; to foster positive, respectful, and trusting relationships; and to ensure a successful transition to life after school through firsthand experience in goal setting, job seeking, job keeping, and technical college or university preparation.

125. Viroqua, Vernon County Area Better Futures High School

Est. 2000

100 Blackhawk Drive
Viroqua, WI 54665
William Tourdot
(608) 637-1605
btourdot@viroqua.k12.wi.us

Viroqua Area School District
David Johnston, District Administrator
115 North Education Avenue
Viroqua, WI 54665
(608) 637-1187
vasadm@viroqua.k12.wi.us

Vernon County Area Better Futures High School provides an alternative for students at risk of failing or dropping out of school because of difficulties integrating into traditional programs and meeting usual behavioral and academic expectations. The students have four main goals: (1) increasing academic achievement, (2) developing abilities to work with others, (3) increasing self-efficacy, that is, the ability to attain goals set out for oneself, and (4) graduating from high school.

The four main goals—learning, teamwork, self-efficacy, and graduation—are attained through individualized learning programs, competencies developed from state and local standards and by the student, teacher, and parent. Students have a variety of learning opportunities: small-group instruction, individual projects, Internet courses, correspondence courses, job shadowing, experiential learning, distance learning, and other educational opportunities developed by the student as needed to meet the goals in the independent learning plan. Learning also occurs through project-based, interdisciplinary, and hands-on experiences. The school has modified hours of operation, Monday through Thursday from 3:30 to 7:30 p.m., that allow for-credit work and community experiences to occur.

126. Waukesha, Harvey Phillip Alternative Charter School

Est. 2002

621 W. College Avenue
Waukesha, WI 53186
James Haessly
(262) 970-1102
jhaessly@waukesha.k12.wi.us

Waukesha School District
David Schmidt, District Administrator
222 Maple Ave.
Waukesha, WI 53186
(262) 970-1012
dschmidt@waukesha.k12.wi.us

The Harvey Phillip Alternative Charter School (HPACS) is an umbrella for a grade 9–11 alternative program for 24 at-risk and high-risk students; a grade 7–8 program for 16 high-risk middle school students; a school-age parents program for 20–35 students annually who are unable to be served appropriately at their regular high schools; a for-credit program for 45 students aged 17–18; and a competency graduation program that offers credit-deficient seniors instruction in four core academic areas aimed at an alternative diploma. All five programs require service learning and monitored work component.

The Native American Circle of Courage, which is based on the belief that at-risk youth become disengaged from school or society because their circle is broken, meets students' needs for belonging, mastery, independence, and generosity. The school tries to meet these needs in the following ways:

1. belonging, by constructive relationships with peers and staff
2. mastery, by intense, focused, meaningful instruction in the core academics
3. independence, by supervised, successful, monitored work programs
4. generosity, by service learning opportunities in the community

The program's goals call for at least a 90 percent success rate, a staff commitment to work in professional learning communities, and the informed use of technology as a learning tool.

127. Waukesha, Project Change—A Recovery School

Est. 2001

222 Maple Ave.
Waukesha, WI 53186
James Haessly
(262) 970-1102
jhaessly@waukesha.k12.wi.us

Waukesha School District
David Schmidt, District Administrator
222 Maple Avenue
Waukesha, WI 53186
(262) 970-1012
dschmidt@waukesha.k12.wi.us

Project Change—A Recovery School is designed after several national models of recovery schools. These schools provide a safe, drug- and alcohol-free environment where students can receive their education and strong support for their recovery from drug and alcohol problems and treatment. Using self-directed learning, students work side-by-side with community-donated treatment staff and teachers in advancing their recovery toward future success. Both education and relapse-prevention programming will occur. The overall goal is to begin to provide continuous education while simultaneously attempting to reverse the high relapse rate in teen drug recovery.

The school serves legally at-risk high school-age students who have had at least 30 days of sobriety. The students are required to have sponsors, attend community recovery meetings (12 step or others), and if accepted into the program, work part-time and engage in carefully selected community service. The philosophy of the program is based on the Circle of Courage model and also is based on the 21st Century Skills. Linkages to colleges and postsecondary education and training environments that also provide similar recovery opportunities are also stressed.

128. Waupun Alternative High School

Est. 2000

801 East Lincoln Street
Waupun, WI 53963
Diane Koehler
(920) 324-5591
dkoehler@waupun.k12.wi.us

Waupun Alternative High School (WAHS) was chartered in spring 2000 and opened on September 18, 2000. Waupun Alternative High School is a school of choice based on the belief that if school is challenging and fulfilling for all students, learning outcomes can and will be achieved. The hallmarks of this program are small classes, personalized education, self-paced learning, computer-assisted instruction, work- and service-based

School District of Waupun
Lloyd McCabe, District Administrator
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Waupun, WI 53963
(920) 324-9341
lmccabe@waupun.k12.wi.us

learning, accelerated credit accumulation, and a caring and flexible environment. Staff authentically evaluate students' progress in all subject areas and award credits based on student achievement. Students who complete the program successfully graduate with a Waupun High School diploma.

129. Wausau, Star Bright Charter School

Est. 2000
700 West Strowbridge Street
Wausau, WI 54401
Julianna Burmesch
(715) 261-2506
jburmesch@wausau.k12.wi.us

Star Bright Charter School is a four-year-old kindergarten program presently serving 111 children. The Star Bright Charter School Program has implemented a half-day, four-days-a-week, four-year-old kindergarten for students who are at risk in the areas of language and literacy. The Site Based Council of the A. C. Kiefer Educational Center and the Wausau School District's Early Childhood Center embraced community collaboration and parental involvement as their primary goals and developed a vision for early childhood in the district.

Wausau School District
Charles T. Skurka, District Administrator
P.O. Box 359
Wausau, WI 54402-0359
(715) 261-2561
csturka@wausau.k12.wi.us

Following the Wisconsin state statutes, the program provides at least 437 hours of direct pupil instruction and uses up to 87.5 of the scheduled hours for outreach activities.

130. West Allis--West Milwaukee, CESA 1 Academy of Learning

Est. 2001
2930 South Root River Parkway
West Allis, WI 53227-2924
Heidi Thuli
(262) 787-9545
hthuli@cesa1.k12.wi.us

CESA 1, the West Allis--West Milwaukee School Board, and a consortium of CESA 1 school districts created an alternative educational program for the 17-year-old and older at-risk student. The program is a competency-based diploma program. Students significantly behind in credits and possessing a desire to graduate are targeted. Students obtain a high school diploma that opens doors to employment or further schooling.

West Allis--West Milwaukee
Kurt Wachholz, Director
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West Allis, WI 53227-2395
(414) 604-3005
wilkes@mail.wawm.k12.wi.us

The goal of the CESA 1 Academy of Learning is to equip students with academic knowledge and independent-living and job skills. The objective of the program is to provide high school competency-based diplomas to students who do the following:

CESA 1
19601 West Bluemound Road
Suite 200
Brookfield, WI 53045
Timothy Gavigan
(262) 787-9510
tgavigan@cesa1.k12.wi.us

1. successfully acquire and demonstrate proficiency in the Wisconsin Model Academic Standards
2. participate in an individualized transition plan leading to the workplace, military, or postsecondary setting
3. demonstrate the citizenship skills necessary to become a contributing member of the community

131. Weyauwega–Fremont, Waupaca County Charter School

Est. 1998

310 East Main Street
Weyauwega, WI 54983
Michele Yates-Wickus
(920) 867-4744
yatesm@cesa5.k12.wi.us

School District of Weyauwega-Fremont
Steven Altendorf, District Administrator
P.O. Box 580
Weyauwega, WI 54983
(920) 867-2148
saltendo@weyafremont.k12.wi.us

CESA 5
626 East Slifer Street
P.O. Box 564
Portage, WI 53901-0564
Don Stevens
(608) 742-8814, Ext. 222
info@cesa5.k12.wi.us

The Waupaca County Charter School (WCCS) is a collaborative effort of six school districts, the Waupaca County Department of Human Services, and one of Wisconsin's cooperative educational service agencies, CESA 5. The administrative relationship among WCCS participants is unique. Although the Weyauwega-Fremont School District holds the charter, the charter school is a noninstrumentality and is managed by CESA 5. CESA 5 employs all charter school personnel, including a coordinator who oversees daily operations and ensures that educational goals are attained.

132. Wisconsin Dells, Kilbourn Academy

Est. 2000

520 Race Street
Wisconsin Dells, WI 53965
Michael Hazelkorn
(608) 253-1461
mhazelko@sdwd.k12.wi.us

School District of Wisconsin Dells
Charles Whitsell, District Administrator
811 County Road H
Wisconsin Dells, WI 53965
(608) 254-7769
cwhitsel@sdwd.k12.wi.us

Kilbourn Academy, Wisconsin Dells' charter school, opened in January 2000 as a school within a school. The academy serves eight at-risk high school students in grades 9–12. Kilbourn Academy provides an individualized learning environment for students who have been alienated from the traditional educational process, have exhibited a high rate of failure or truancy, or have dropped out of school. Broad goals of the academy include (1) motivating students to develop more positive attitudes toward school, (2) improving school attendance, (3) enhancing students' self-image, (4) providing career counseling, and (5) teaching job-seeking and job-keeping skills.

Kilbourn Academy provides students with nontraditional approaches to meet their high school graduation requirements. Academic development and the pursuit of a high school diploma are the primary components of the program. Students earn credits in core subjects using NovaNET's computer-based, online, self-paced, interactive curricula. Employability and work experience are secondary components of the program and are strongly encouraged. Students have the opportunity to work independently at their own pace.

Students are working toward a high school diploma; Kilbourn Academy students receive a Wisconsin Dells High School diploma. Graduation requirements are currently the same as the regular high school.

133. Wisconsin Rapids, River Cities High School

Est. 2000
Closed 2003

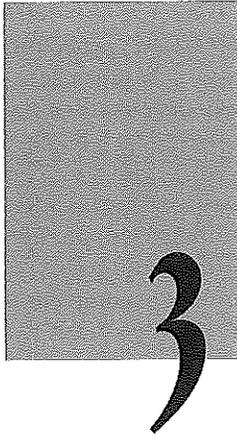
680 West Grand Avenue
Wisconsin Rapids, WI 54495
(715) 422-6360

Wisconsin Rapids School District
Dean Ryerson, District Administrator
510 Peach Street
Wisconsin Rapids, WI 54494
(715) 422-6003
dean.ryersondl@wrps.org

The River Cities High School charter school served students in grades 9–12 who were identified as at risk. The charter school was a separate facility from the existing high school where students could complete their education and earn a high school diploma. The charter school served 90 students in two half-day academic sessions of 180 minutes each. During the alternate time, when they were not physically present at the school, students were required to participate in work experience or community service for a minimum of 10 hours per week. The work-experience and community-service program was supervised by a certified teacher, with the students establishing work and career goals to attain over a designated period of time. The students' employers in the community participated with the charter school in supervising and evaluating student performance.

Students earned elective credit for working part of the day. Younger students or those choosing not to hold a job earned elective credit through community-service projects in place of work experience.





Wisconsin Charter Schools Opened in 2003

(Alphabetized by chartering authority)

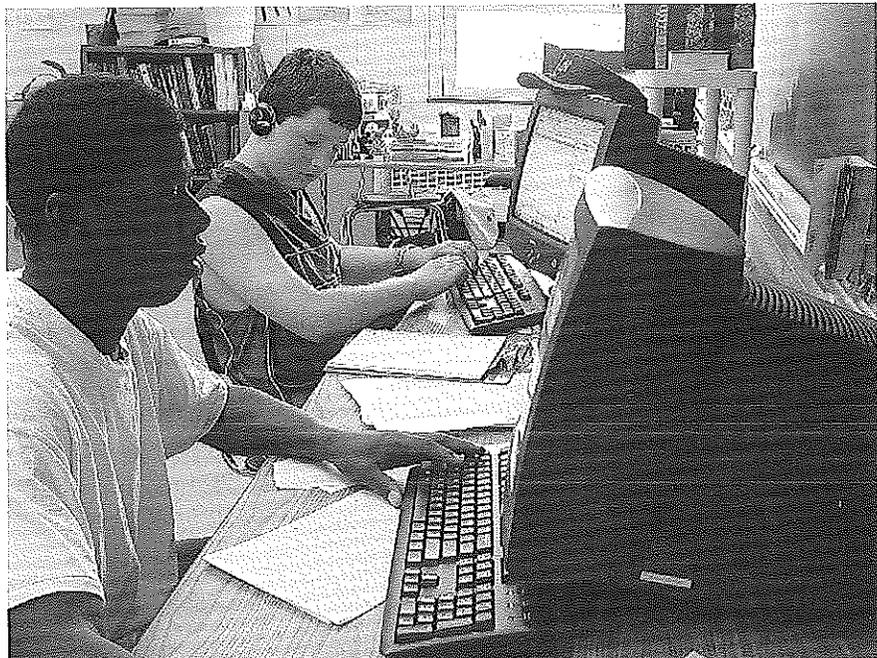
1. Appleton, Valley New School
2. Beloit, Synectics Charter School
3. Flambeau Charter School
4. Greendale, Time 4 Learning Charter School
5. Hayward Center for Individualized Learning
6. City of Milwaukee, Academy of Learning and Leadership
7. Milwaukee, Carter Charter School of Excellence
8. Milwaukee, La Causa Charter School
9. Milwaukee, New Hope Institute of Science and Technology
10. Milwaukee, Professional Learning Institute
11. Monroe Independent Education Charter High School
12. Northern Ozaukee, The Wisconsin Virtual Academy
13. Oshkosh, Oakwood 4th and 5th Grade Environmental Education Charter School

1. Appleton, Valley New School

Est. 2003

10 College Avenue, Suite 225
Appleton, WI 54911
David Debbink
(920) 832-6142
debbinkdavid@asd.k12.wi.us

The Valley New School (VNS) offers students an opportunity to learn in an integrated, project-based environment. The school is designed for approximately 100 students in grades 7–12, initially opening in 2003 with grades 7–10 and expanding upward one grade per year. The Valley New School provides students unprecedented access to technology, an active focus on the community, and a student–advisor ratio of no more than 17 to 1. This charter school is open to all students and provides numerous opportunities for parental and community involvement.



Appleton Area School District
Dr. Thomas Scullen
District Administrator
P.O. Box 2019
Appleton, WI 54912-2019
(920) 832-6126
scullenthomas@aaasd.k12.wi.us

The curricular focus of an integrated, project-based curriculum is rooted in the concept that each person is his or her own best teacher. Instead of formal, subject-oriented classes, students will develop their own learning experiences based on their interests and passions. As they plan their comprehensive research projects, students will work with their parents and advisors to align their project goals with state and local academic standards. At the conclusion of their projects, students will present their findings to various evaluators and will be awarded credit based on the quality and breadth of their work. Students are required to complete 10 projects (approximately 1,000 hours of documented work) per year; twelfth graders will engage in an intensive senior project (approximately 300–400 hours) and will formally present their findings to a team of evaluators and the school community at large.

The educational goals at VNS are centered around the empowerment of the school community:

1. **Students.** The student-centered approach at VNS allows students to take ownership of their learning. Students are empowered to investigate areas about which they are naturally curious and focus beyond the content of what they are learning as they concentrate on the learning process. They become independent, self-motivated, lifelong learners as they develop their individual talents.
2. **School staff.** Advisors and staff at VNS reflect the school philosophy by acting as the owners-managers of the school. Administrative duties are shared at the site providing the instructors with greater responsibility as well as greater autonomy to individualize each student's learning experience.
3. **Parents and community.** Parents and community members are encouraged to play an essential role in the VNS model. Parental involvement begins with the development of the child's individual learning plan together with the student and the student's advisor. Parents will provide further support through the student evaluation process, school governance, organization of community events, and participation in mentoring and apprenticeship programs. Local community partnerships will take the form of mentorships, apprenticeships, and volunteer activities within the surrounding community. The VNS philosophy nurtures the ethic of community responsibility as it prepares students to continue their educational paths.

2. Beloit, Synectics Charter School

Est. 2003

1859 Northgate
Beloit, WI 53511
Pam Kiefert
(608) 361-4033
pkiefert@sdb.k12.wi.us

School District of Beloit
Dr. Bette Lang, District Administrator
Kolak Education Center
1633 Keeler Avenue
Beloit, WI 53511
(608) 361-4017
blang@sdb.k12.wi.us

Synectics is a school within a school serving sixth through eighth graders in multi-age classrooms at Aldrich Middle School. Synectics is a Greek word meaning "to bring different things into unified connections." The concept was applied by Alex Osborn to promote creativity and brainstorming in American business and education and later was tested by Sidney Parnes in his research on the effects of creativity training on college students. Synectics Charter School expands on this philosophy, combining Dr. Paul Torrance's Creative Productive Thinking Skills with Lynn Erickson's Concept Based Curriculum to create a project-based curriculum. Students will be encouraged to use their multiple intelligences to solve real-life problems, both individually and in self-selected teams. Each problem addresses the Wisconsin State Standards. A team of certified professional educators will evaluate the problems in the content areas of math, science, social studies, and language arts. A laptop computer will be provided to each student for research and project presentation and to cre-

ate an electronic portfolio of work. Mentors from Beloit College, the University of Wisconsin–Whitewater, and several local businesses will help students reach solutions to their problems. Elective courses in noncore areas will be available for students. An after-school program will be available for continued exploration in advanced subject areas of interest. Synectics will add an age level each year as the school expands.

3. Flambeau Charter School

Est. 2003

P.O. Box 86
N4540 County Hwy 15
Tony, WI 54563-0086

Linda Michek
(715) 532-5559
lmichek@flambeau.k12.wi.us

School District of Flambeau
William Pfalzgraf, District Administrator
P.O. Box 86
N4540 County Hwy 1
Troy, WI 54563-0086
(715) 532-3183
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The Flambeau Charter School, located in Tony, Wisconsin, was chartered on July 23, 2003, as an initiative of the School District of Flambeau. It is open to high school juniors and seniors as a student-driven, independent-learner, project-based, performance- and portfolio-assessed program with emphasis on career and technology-skill development.

The mission of the Flambeau Charter School is to empower capable high school students to explore and acquire competencies in emerging technologies and career exploration opportunities and to attain graduation, certification, or an advanced degree in an independent-learning environment of academic rigor and real-life application.

Regular classroom teachers are encouraged to participate as facilitators of learning and are provided time within the workday as well as out-of-class time to develop the skills needed to become master facilitators of student learning. Community members, businesses, and industry are identified by students and staff and are recruited to become mentors of charter students to work along with teachers to assist and assess student learning. Parent participation is an essential element for student success. Parents are required to participate in the student-driven learning and assessment plan. Charter students are required to participate in either a state-certified work-experience program or a youth apprenticeship program.

The targeted population is made up of students with a demonstrated interest in and an aptitude for independent learning and high-technology skills. The goals of the three-year plan include expansion to allow students to (1) explore or master a specific career area with the use of technology; (2) complete credit and certification courses; (3) secure dual credit, certification, or advance standing at a postsecondary institution; and (4) move seamlessly from the high school to the world of work, the military, or postsecondary training.

4. Greendale, Time 4 Learning Charter School

Est. 2003

5900 South Fifty-first Street
Greendale, WI 53129
Theresa West
(414) 423-2750
twest@greendale.k12.wi.us

Greendale School District
William Hughes, District Administrator
(414) 423-2700, Ext. 2701
whughes@greendale.k12.wi.us

The Time 4 Learning Charter School commenced operation on September 2, 2003. The mission of the Time 4 Learning Charter School is to provide an exemplary early-intervention program for four-year-old children in the village of Greendale, with primary emphasis on reducing the achievement gap facing children from low-socioeconomic-status homes. The primary goal of the school is to provide children with early learning experiences that meet their unique developmental needs and promote growth in all areas—intellectual, social, emotional, and physical. The focus of the curriculum is to provide children with the language and literacy skills that are essential to future success in school through a variety of exploratory and play-based experiences that build strong literacy, language, and math skills, as well as other school-readiness skills. Each child's social and personal skills will be enhanced in a nurturing school environment.

The Time 4 Learning Charter School will have as its highest priority serving those students from low-socioeconomic-status households. The village of Greendale, Wisconsin, is a suburban community with a student population of 1,900 residents and 200 students who come to the Greendale School District through the Chapter 220 and Open Enrollment programs. With the new diversity of the K-12 population throughout Wisconsin and in the metropolitan Milwaukee area comes a new demand for appropriate developmental resources for students at a young age. Many of the district's newest students are from low-income families. Approximately 19 percent of the students at two of the district's elementary schools come from families who are in poverty. These students have four times as many at-risk factors commonly associated with low-economic-status homes. At the same time, the district faces the drumbeat of higher expectations and the need for increased achievement every year. With the passage of the No Child Left Behind law and the need to close the achievement gap for all children, it is necessary to address the impact of low socioeconomic status on students at the earliest possible age.

In addition to a strong educational component for the children, the Time 4 Learning Charter School will provide a parent-education component because families provide the foundation for learning and have a significant continuing role in their child's education. This component will give parents the necessary skills and opportunities to assist their child in obtaining school-readiness skills. Parents will learn parenting, leadership, and advocacy skills that will help them to support their children and family in working with the Greendale schools and accessing services within the metropolitan Milwaukee community.

5. Hayward Center for Individualized Learning

Est. 2003

9689 North Dun Rovin Road
Hayward, WI 54843
Kathryn Hexum
(715) 865-3107

Hayward Community School District
Michael Cox, District Administrator
P.O. Box 860
15930 West Fifth Street
Hayward, WI 54843
(715) 634-2619, Ext. 1001
mcox@hayward.k12.wi.us

The Hayward Center for Individualized Learning charter school (HACIL) is a nonsectarian charter school meeting Wisconsin's charter school staff certification laws and administrative rules. It is a noninstrumentality of the Hayward School District. The Hayward Center for Individualized Learning is a year-round charter school that primarily targeted home-schooled students in grades K-12, although it is open to all who meet the Hayward Community School District requirements for enrollment. The school is governed by a five-person board of directors, which manages all the affairs of the charter school. An appointed member of the Hayward Board of Education occupies one of the director seats.

Parents consult with a Wisconsin-certified teacher to develop an individualized educational plan incorporating goals to ensure students make satisfactory progress in meeting state and district standards and benchmarks. Students maintain a portfolio containing samples of their best work to demonstrate achievements. They also participate in district standardized tests. Instruction is multisite-based and may include virtual classes, parent-directed activities, small-group enrichment, community-based programs, traditional classroom instruction within the district, or a combination of programs.

The HACIL plan is structured to incorporate the contributions of those who are willing to share their time, energy, and expertise in addressing the diverse needs of children. Through shared strengths and flexible programming, HACIL serves at-risk students, reduces achievement gaps, promotes career and technology education, and encourages parent and community involvement.

6. City of Milwaukee, Academy of Learning and Leadership

Est. 2003

2739 North Fifteenth Street
Milwaukee, WI 53206
Camille Mortimore
(414) 699-5008
camillemortimore@mac.com

City of Milwaukee
Dr. Howard Fuller
Charter School Review Committee
200 East Wells Street
Room 606, City Hall
Milwaukee, WI 53202-3567
(414) 286-3850
msoika@milwaukee.gov

The Academy of Learning and Leadership (A.L.L.) is a city of Milwaukee-authorized charter school serving families and children in the LaVarnway neighborhood of the central city of Milwaukee. Faculty and families are intently and strategically focused on creating active community, learning competence, and leadership confidence for both adults and children. Care for the person, team relationships, creative experiential learning, reflective practice, and community service are at the heart of A.L.L. In an environment of safety, exploration, creativity, dialogue, reflection, and choice, the academy develops competent learners and confident leaders. These action-oriented children and adults focus on working for the common good: healthy living, lifelong learning, caring families, stable communities, a just society, and a peaceful world. The uniqueness of each individual is held sacred, as is the need for caring relationships in learning, the risk taking and challenge essential to deep learning, and the human calling to make a contribution to the world.

The A.L.L. education model is highly generative in nature. Teachers, students, parents, administrators, and business and health care partners are expected and encouraged to exercise and develop leadership skills. The academy creates challenging opportunities to grow and lead, consistently mentors adults and children for leadership growth, immerses adults in extraordinary professional development, and provides daily opportunities to use talents and leadership skills. Its focus on adult learning and leadership is premised on the belief that educators cannot give what they do not have. The combination of these learning and leadership strategies creates an environment in which love of learning and focus on leading are part of the "marrow of the bone" of the culture of the organization and its people.

The ideal graduate of A.L.L. will be distinguished as an active community participant who is a highly competent learner and a confident leader. Specifically, the ideal graduate of A.L.L. embodies the qualities of confident caring self, effective communicator, conscious learner, committed person, powerful problem solver, and community leader.

Expeditionary Learning Outward Bound (ELOB) frames the learning methodology for children and adults. This methodology emphasizes learning by doing, with a focus on character growth, teamwork, reflection, and literacy. Teachers connect high-quality academic learning to adventure, service, and character development through a variety of interdisciplinary, project-based learning expeditions.

McREL Standards and Benchmarks are designed into learning expeditions that challenge all learners to know, do, understand, and grow in meaningful and engaging ways. Every adult within the A.L.L. community is called to a deep and active commitment to the formation of the children of the academy in the values, ideas, and skills of the ideal graduate, ELOB principles, and McREL standards.

The staff believes that healthy children and well-functioning families are key to improved learning success in school. The academy's Family Services Center provides social services, health referral, and Manpower Corporation online adult education courses and job placement for parents and older siblings of its students.

The academy is building 21,000 square feet of new classroom space attached to the LaVarnway Boys and Girls Club. In partnership with the Boys and Girls Club, full wraparound services will be provided to children and families from 6:30 A.M. until 9:00 P.M. This new building is the first of three small schools on a common campus. The first school will en-

roll 65 children from birth to five years in its early childhood center and 150 first through eighth graders in the elementary program. Classes range in size from 15 to 20 students. At full capacity, the academy's total enrollment will be 645 children in three small schools; the full learning campus will be completed by fall 2007.

7. Milwaukee, Carter Charter School of Excellence

Est. 2003

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Lorraine P. Carter
(414) 933-4044
ccdgl@aol.com

Milwaukee Public Schools
William Andrekopoulos
District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
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The Carter Charter School of Excellence, located in the central city of Milwaukee, serves 200 elementary students in prekindergarten through fifth grade. The school's current student population is predominately African American from families residing in the central city of Milwaukee. The majority of the students have significant academic or behavior risk factors. Students participate in inclusive, multi-age, flexible groupings in classrooms with low student-to-teacher ratios.

An African-centered education and socialization approach is used that emphasizes understanding of one's heritage, culture, values, and traditions as a way to build character and achievement. The theory of multiple intelligence is the basis of the teaching methodology, accommodating individual learning styles, and promoting the desire for optimal achievement. The African-centered approach is integrated and infused in the core subject curricula areas of the district, with major emphasis on early learning, literacy, language arts, and mathematics. In addition, daily instruction delivery includes the arts (music, visual arts, performing arts) and art education; science, offering hands-on discovery methods in a science laboratory; and computer technology education.

Operating on a year-round calendar, the school also has an extended instructional day to accomplish the school objectives to reduce the achievement gap of at-risk students and surpass the district performance proficiencies.

8. Milwaukee, La Causa Charter School

Est. 2003

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La Causa Charter School opened as a charter school in September 2003 and serves 370 students in grades K4-6. The addition of seventh grade is planned for the 2004-2005 school year, and eighth grade is scheduled for the 2005-2006 school year.

The school is a neighborhood school in a predominately Hispanic community. Although the school serves a diverse population, including African American, Caucasian, and other cultures, the majority of students come from homes in which English is not the native language. At La Causa, a student's native language is cherished, valued, and used as students are provided with an excellent multilingual and multicultural education. La Causa has a diverse staff to meet children's needs, both linguistic and cultural. La Causa's bilingual and English-as-a-second-language (ESL) programs are crucial to its student population.

La Causa Charter School adheres to the DPI's academic standards and Milwaukee Public Schools' learning targets. In addition, La Causa has an art gallery within the school. This business component, especially for the older students, permits the incorporation of business skills such as marketing and accounting into the curriculum. Furthermore, a full-time gym teacher, music teacher, Spanish-as-a-second-language teacher, reading specialist, and computer teacher are on staff.

Many parents attend classes such as GED, ESL, computers, and adult basic education, which are offered at La Causa. Continuous effort is made to involve parents in their children's learning at home, and the school pro-

vides many programs to assist parents. These include: Parents as Partners, grade level meetings with parents at the beginning of the year, and communication through newsletters, notes, conferences, home visits, and telephone calls.

The La Causa staff is committed to working with local agencies to serve the needs of families and have worked extensively with Alverno College. As a result, Alverno student nurses are at La Causa two days a week. In addition, Milwaukee Area Technical College classes are provided to parents at the school. The Milwaukee Symphony Orchestra performs at La Causa, and members of the orchestra provide individual lessons to some students. La Causa prides itself in its active community collaboration.

9. Milwaukee, New Hope Institute of Science and Technology

The New Hope Institute of Science and Technology (NHIST) assumes that all students can learn and that all people learn differently. Therefore, all students at NHIST work to discover their own learning strengths, develop compensation strategies for their weaknesses, and become advocates for themselves as learners. Students who are the critical stakeholders in the process of education have an input in creating the culture of the school, thereby developing ownership and influence for their learning environment.

The New Hope Institute of Science and Technology takes a systems approach to supporting students. This means that the school staff works closely with each student and their parents and with outside professionals as necessary to strategize plans and coordinate efforts. The NHIST philosophy is strongly rooted in the African proverb, "It takes the whole village to raise the child."

The New Hope Institute of Science and Technology employs effective strategies to ensure student success such as the following:

1. A clearly stated mission and discipline code.
2. Extended school day so that students have more time in the classroom spending more time on their course work.
3. High expectation of its students (grades 6–12) for high academic achievement in school and postsecondary education.
4. College prep academics using project-based learning and a strong emphasis on science, math, and technology.
5. Small school with small class sizes—a maximum teacher–student ratio of 1 to 15—to enhance communication and trust and to provide a family environment, where students are personally known and teachers have opportunities to interact and improve their instructional practices. Faculty have primary autonomy in establishing their curriculum and determining their course content in alignment with the Wisconsin State Standards.
6. A caring faculty and staff committed to having each student succeed. All staff act as mentors or role models, providing guidance and support for students.
7. A learning program specific to the students' expectations and learning styles. This includes: individualized instruction using NovaNet Educational Software Program, in which each student uses computer-assisted individualized lessons. These lessons allow the students flexibility with the curriculum and focus on a one-to-one learning environment.

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8. Continuous staff development aligned with the mission and academic standards. For example, teachers attend yearly conferences and workshops pertaining to reaching the untapped potential of at-risk youth.

9. Instructional technologies such as computers. The Internet, television, and video discs provide instruction delivery to engage students in authentic learning, address multiple intelligences, and adapt to students' different learning styles.

10. Precollege and advanced placement courses to prepare students for postsecondary education.

11. Parental involvement that goes beyond focusing on informing parents about school programs, to activities that offer parents opportunities for broader levels of involvement. Parents are part of the advisory board and the disciplinary committee, and parents volunteer as classroom aides and with security and also help in fund-raising events.

The academic program stresses critical thinking and problem-solving skills and focuses on providing information that fosters multiple viewpoints. To graduate from NHIST, students have to demonstrate competencies in English, mathematics, science, and social studies.

10. Milwaukee, Professional Learning Institute

Est. 2003

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A team of teachers concerned about the current data regarding attendance and graduation rates determined that a large group of students were not having their needs met by comprehensive high schools in Milwaukee. To address these issues, the teachers devised a plan to create a small learning community in which each student would have a voice in his or her own education.

Professional Learning Institute will serve a population of approximately 272 students in grades 9 through 12 after four years of operation. For the first year, the institute has enrolled 68 students. Each year a new ninth-grade class will be added.

Professional Learning Institute has a two-pronged system in charge of the charter and all administrative services: a school governance council and a teachers cooperative. The Professional Learning Institute School Governance Council, representative of the school community and consisting of a balance of parents, teachers, community members, and a student representative, is in charge of the charter school and determines major school policies by consensus. It serves to provide input for promoting school climate, developing curriculum, and establishing operational procedures.

The Professional Learning Institute Teachers Cooperative implements a learning system consisting of a cycle of goal setting, performing, and analyzing and applying the results. The institute provides a highly personalized curriculum based on experiential learning and career and community opportunities. Experiential learning requires students to simulate the work of mathematicians, scientists, sociologists, engineers, researchers, planners, managers, technicians, and other practitioners. Career and community opportunities include internships, field experiences, Web-based distance learning and partnerships through post-high school and community placements. Students address real concerns about themselves and their world, which leads to a personalized program for each individual.

Professional Learning Institute's educational program addresses state goals and standards. School-based assessments focus on learning goals and learning plans and measure changes in performance compared with

the previous year (or changes from fall to spring). These measures will be rigorous.

Assessment occurs through performance, product, and demonstration. Student learning profiles focus on progress and development with respect to tangible goals and standards, rather than comparing one student to another. A major goal of the assessment process is to help students reflect on their own learning and appraise their own progress. Growth and development are exhibited in student learning profiles that are continually adapted, thus building strong, independent, professional learners. A professional learner is an individual who demonstrates the following attributes: effective communication, intrinsic motivation, a strong work ethic, good character, academic proficiency, and perseverance.

11. Monroe Independent Education Charter High School

Est. 2003

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The Monroe Independent Education Charter High School opened in August 2002 and was approved for charter school status in January 2003. The school offers a 22-credit Monroe Board of Education-approved high school diploma.

Students enrolled in the charter school can choose from a variety of options to meet their individual needs. These credit options include online courses, print-based courses, work-based credit options, service learning for credit, off-campus physical education, and enrollment in Monroe High School courses. Courses offered through the charter school use curriculum material from the following: University of Nebraska On-line High School (with more than 160 print-based and online courses available in 14 subject areas), the University of Missouri On-line High School (with more than 150 online and print based courses available), Class.com (with online classes aligned to Wisconsin State Standards), Monroe High School classroom courses, APEX Learning and Advance Placement online courses, off-campus credit-for-work service learning, and physical education.

The charter school serves both Monroe and out-of-district students who fall into one or more of the following categories: students who are expelled, students considered to be a safety risk within the traditional school setting, students with medical needs who cannot attend traditional school setting, school-age parents, married students, and self-supporting students with factors that interfere with traditional school enrollment, homebound students, students age 18–21 who need credits to complete their high school diploma, students who are credit deficient and wish to complete their high school diploma, students who will be out of the district for an extended period of time, students with needs for accelerated curriculum, home-schooled students, and students with extraordinary needs. Since opening, the charter school served 25 students. Six of these students were from other districts with 66.30 tuition agreements with the Monroe Schools.

The school is located in a large two-room facility, which includes space for small group instruction, one-on-one instruction, eight computers, a resource library, and a conference area. A full-time teacher and a part-time learning disabilities teacher staff the school. The staff also includes a part-time secretary.

Students awarded a Monroe Independent Education Charter High School diploma must satisfactorily complete at least 13.5 required credits and 8.5 elective credits, for a 22-credit diploma.

The school allows transfer credit from students who have been home-schooled and students who have attended other schools. The school operates year-round, with the teaching staff having extended year contracts.

The many credit options available to students allows for maximum flexibility in working toward graduation. This flexibility allows the charter school to better meet the needs of its students.

12. Northern Ozaukee, The Wisconsin Virtual Academy

Est. 2003

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The Wisconsin Virtual Academy (WIVA) is a new virtual charter school of the Northern Ozaukee School District in Fredonia, offering students throughout Wisconsin equal access to an individualized, rigorous, and self-paced instructional program delivered both on the Internet and via traditional instructional materials. The charter was approved on February 4, 2003. The Wisconsin Virtual Academy opened on September 2, 2003, with approximately 584 students in grades K-7 from more than 150 school districts in Wisconsin. Additional grades (up to grade 12) and classes will be added in future years.

The Wisconsin Virtual Academy's program will combine a comprehensive, standards-based, research- and performance-based curriculum (K12®), high expectations, technology, a significant amount of off-line work, strong instructional support, and substantial involvement from parents or other primary adults. The K12® curriculum includes six core subjects (language arts/English, mathematics, science, history, art, and music) and is aligned with the Wisconsin Model Academic Content Standards. The education program will also address social and character development. Built into the curriculum is an internal assessment system that provides frequent accountability as students work to master the curriculum at their own pace. Students educated in this program will not only achieve high standards; they will also grow into active, thoughtful, and responsible citizens.

The Wisconsin Virtual Academy's innovative learning program connects students, parents, and teachers in a twenty-first-century learning community. A certified, experienced Wisconsin teacher on the WIVA staff will oversee the learning of each student. The teacher will be proactive in contacting parents and students with instructional assistance, including teaching strategies personalized to each student's needs. Parents or other primary adults, assisted by WIVA teachers, will work with students in their home-based schools, guiding them through the instructional program. Parents will be proactive in communicating with teachers as members of a team overseeing the education of their children. The academy will support parents with experienced teachers, parent training, instructional guides, and an online communication and help system. Students will be empowered with this innovative and effective educational program to achieve high standards and reach their full academic and social potential.

13. Oshkosh, Oakwood 4th and 5th Grade Environmental Education Charter School

Est. 2003

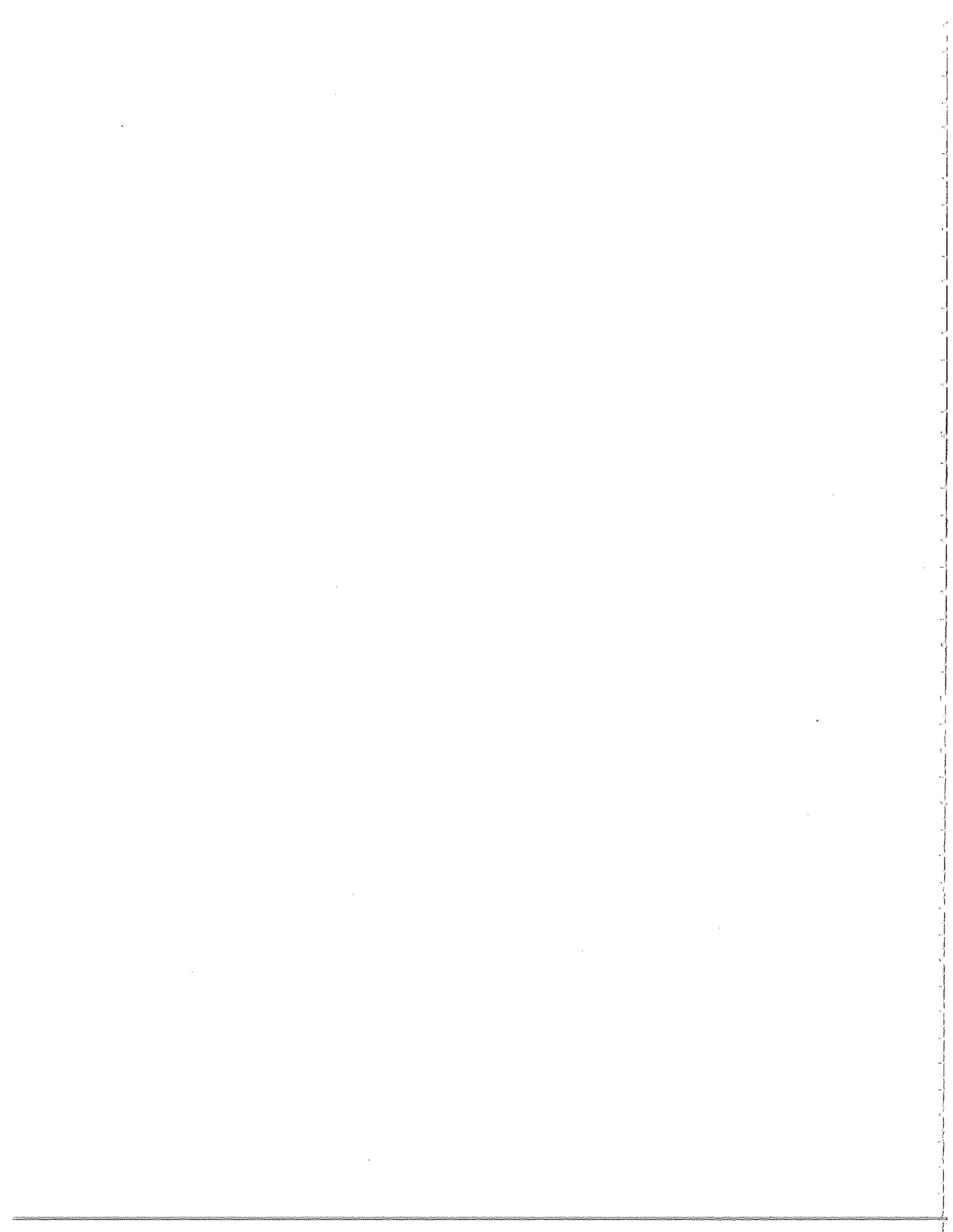
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The Oshkosh Area School District has created an environmentally focused charter school that targets fourth- and fifth-grade learners at Oakwood Elementary School. The Oakwood 4th and 5th Grade Environmental Education (EE) Charter School adopts an interdisciplinary approach to instruction that encourages hands-on, environmentally themed experiences to provide students with a better understanding of all core academic subjects, as well as an appreciation for and understanding of environmental conservation and protection. Enrollment was initially open to as many as 175 fourth- and fifth-grade students, who are held accountable to the same academic performance standards as other students. The Oakwood 4th and 5th Grade EE Charter School is intended to serve as a model for effective, comprehensive thematic study across all content areas in alternative settings using the environment as the integrated context.

The Oakwood 4th and 5th Grade EE Charter School is the first school to have as its foundation an innovative, interdisciplinary environmentally based curriculum purposefully woven together with interactive and participatory teaching methods in both indoor and outdoor venues. The Oakwood 4th and 5th Grade EE Charter School curriculum model is aligned with Wisconsin Model Academic Standards and Oshkosh Area School District grade-level performance benchmarks, with student-learning activities and outcomes in each core content area. By the end of their fifth-grade year, charter school students will also achieve proficiency based on performance benchmarks associated with environmental content standards that have been developed by the Oakwood charter school curriculum committee. Thus, the charter school promotes students' mastery of core subject matter while instilling in them a respect for the planet and an understanding of the complex relationship between humankind and the environment. Students attending the Oakwood 4th and 5th Grade EE Charter School study the ecosystems of northeastern Wisconsin in their science classes; through hands-on and technology-facilitated environmental activities integrated into their social studies, language arts, math, physical education, music, and art courses, they also learn of the complex relationships between the environment and society and the importance of self-government, responsible decision making, and collaborative commitment to environmental stewardship and preservation.

This unique charter school takes full advantage of the Sheldon Nature Area, a 26-acre ecosystem located in the midst of urban sprawl with six distinctly different habitats adjacent to Oakwood Elementary School. Over the past 12 years, a team of dedicated community volunteers has transformed the site into a beautiful living laboratory complete with an interpretive trail system and outdoor learning pavilion. Although some schools in the Oshkosh Area School District have begun to use this natural learning site with small groups of students, teachers have only done so on a limited basis, as an occasional supplement to regular course work. The Oakwood 4th and 5th Grade EE Charter School represents the first organized effort to integrate the site's educational potential into students' daily instruction across all core content areas. The University of Wisconsin-Oshkosh, Sheldon Nature Area, Oakwood parents, and Oshkosh Area School District make up the four major partners that developed and will sustain this unique charter school experience that enlists the collaborative help of a host of community partners.



4

Appendixes

- A. Teaching Requirements for Charter Schools
- B. Wisconsin Charter School Law 118.40
- C. Wisconsin Charter Schools
- D. Resources

Appendix A

Teaching Requirements for Charter Schools

Wisconsin Administrative Code, PI 34.34(1) and (2)

(10) CHARTER SCHOOL INSTRUCTIONAL STAFF LICENSE AND PERMIT.

(a) *Charter school instructional staff license.*

1. A charter school instructional staff license may be issued to an individual who holds a valid license issued by the department and shall have the same renewal interval as the existing license. A license issued under this paragraph authorizes the holder to perform any instructional duty in a charter school established under § 118.40, Stats.



2. The district administrator or a designated official of the employing school district may request that a license be issued under this paragraph on behalf of the individual receiving the license.
- (b) Charter school instructional staff permit.
1. An individual who does not hold a current license or permit issued by the department to teach in a specific subject area or grade level or does not hold a charter school instructional staff license under par. (a) may be employed as a member of the instructional staff in a charter school if he or she obtains a charter school instructional staff permit from the department. A 1-year permit under this paragraph may be issued if all of the following apply:
 - a. A district administrator or designated official of the employing school district requests the permit following a search for a qualified, licensed individual.
 - b. The individual receiving the permit has a bachelor's degree in the subject that he or she is assigned to teach or in a related field, or has formal proof of mastery in a trade that he or she is assigned to teach.
 - c. Except as specified under subpar. d., the individual receiving the permit receives 6 credits of training or the equivalent each school year that he or she is employed in a charter school. These credits shall be part of an approved license program in the assigned teaching area.
 - d. An individual who holds a terminal degree in his or her field and who is a full time employee of an approved teacher preparation institution in Wisconsin or an individual who has formal proof of mastery in a trade and who is a full time employee of a Wisconsin technical college district board is exempt from the requirement under subpar. c.
 - e. A permit holder's practice shall be coordinated, directed and inspected by a person who is licensed by the department to teach the subject or trade that the permit holder is teaching.
 2. An individual may renew a permit under this paragraph if he or she meets the requirements under subd. 1.

Appendix B

Wisconsin Charter School Law 118.40

Note: February 1 provision applies only to non-school board sponsored charters.

118.40 Charter schools. (1) NOTICE TO STATE SUPERINTENDENT.

Whenever a school board intends to establish a charter school, it shall notify the state superintendent of its intention. Whenever one of the entities under sub. (2r) (b) intends to establish a charter school, it shall notify the state superintendent of its intention by February 1 of the previous school year. A notice under this subsection shall include a description of the proposed school.

(1m) PETITION.

(a) A written petition requesting the school board to establish a charter school under this section may be filed with the school district clerk. The petition shall be signed by at least 10% of the teachers employed by the school district or by at least 50% of the teachers employed at one school of the school district

(b) The petition shall include all of the following:

1. The name of the person who is seeking to establish the charter school.
2. The name of the person who will be in charge of the charter school and the manner in which administrative services will be provided.
3. A description of the educational program of the school.

4. The methods the school will use to enable pupils to attain the educational goals under § 118.01.

5. The method by which pupil progress in attaining the educational goals under § 118.01 will be measured.

6. The governance structure of the school, including the method to be followed by the school to ensure parental involvement.

7. Subject to sub. (7)(a) and (am) and §§ 118.19(1) and 121.02(1)(a)2., the qualifications that must be met by the individuals to be employed in the school.

8. The procedures that the school will follow to ensure the health and safety of the pupils.

9. The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the school district population.

10. The requirements for admission to the school.

11. The manner in which annual audits of the financial and programmatic operations of the school will be performed.

12. The procedures for disciplining pupils.

13. The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school.

14. A description of the school facilities and the types and limits of the liability insurance that the school will carry.

15. The effect of the establishment of the charter school on the liability of the school district.

(2) PUBLIC HEARING; GRANTING OF PETITION.

(a) Within 30 days after receiving a petition under sub. (1m) the school board shall hold a public hearing on the petition. At the hearing, the school board shall consider the level of employee and parental support for the establishment of the charter school described in the petition and the fiscal impact of the establishment of the charter school on the school district. After the hearing, the school board may grant the petition.

(b) A school board may grant a petition that would result in the conversion of all of the public schools in the school district to charter schools if all of the following apply:

1. At least 50% of the teachers employed by the school district sign the petition.

2. The school board provides alternative public school attendance arrangements for pupils who do not wish to attend or are not admitted to a charter school.

(c) The school board of the school district operating under ch. 119 shall either grant or deny the petition within 30 days after the public hearing. If the school board of the school district operating under ch. 119 denies a petition, the person seeking to establish the charter school may, within 30 days after the denial, appeal the denial to the department. The department shall issue a decision within 30 days after receiving the appeal. The department's decision is final and not subject to judicial review under ch. 227.

(2m) SCHOOL BOARD INITIATIVE.

(a) A school board may on its own initiative contract with a person to operate a school as a charter school. The contract shall include all of the provisions specified under sub. (1m) (b) and may include other provisions agreed to by the parties.

(am) At least 30 days before entering in a contract under this subsection that would convert a private school to a charter school or that would establish a charter school that is not an instrumentality of the school district, the school board shall hold a public hearing on the contract. At the hearing, the school board shall consider the level of employee and parental

Note: The denial process applies only to Milwaukee.

support for the establishment of the charter school and the fiscal impact of the establishment of the charter school on the school district.

(b) A school board may not enter into a contract under par. (a) that would result in the conversion of all of the public schools in the school district to charter schools unless the school board complies with sub. (2)(b)2.

(2r) OTHER INITIATIVES. (a) In this subsection, "instructional staff" has the meaning given in the rules promulgated by the department under s. 121.02 (1) (a) 2. (b) 1. All of the following entities may establish by charter and operate a charter school or, on behalf of their respective entities, may initiate a contract with an individual or group to operate a school as a charter school:

- a. The common council of the city of Milwaukee.
- b. The chancellor of the University of Wisconsin-Milwaukee.
- c. On a pilot basis, the chancellor of the University of Wisconsin-Parkside.
- d. The Milwaukee Area Technical College district board.

2. A charter shall include all of the provisions specified under sub. (1m) (b) 3. to 14. A contract shall include all of the provisions specified under sub. (1m) (b) 1. to 14. and shall specify the effect of the establishment of the charter school on the liability of the contracting entity under this paragraph. The contract may include other provisions agreed to by the parties. The chancellor of the University of Wisconsin-Milwaukee or of the University of Wisconsin-Parkside may not establish or enter into a contract for the establishment of a charter school under this paragraph without the approval of the board of regents of the University of Wisconsin System.

3. If the chancellor of the University of Wisconsin-Parkside contracts for the establishment of a charter school, the contract shall also provide that the charter school must be operated by a governing board and that the chancellor or his or her designee must be a member of the governing board. In addition, if the contract provides that the instructional staff of the charter school shall consist of employees of the board of regents of the University of Wisconsin System, the contract shall also include provisions that do all of the following:

a. Delegate to the governing board of the charter school the board of regents' authority to establish and adjust all compensation and fringe benefits of instructional staff, subject to the terms of any collective bargaining agreement under subch. V of ch. 111 that covers the instructional staff. In the absence of a collective bargaining agreement, the governing board may establish and adjust all compensation and fringe benefits of the instructional staff only with the approval of the chancellor of the University of Wisconsin-Parkside.

b. Authorize the governing board of the charter school to perform specified duties for the board of regents with respect to the instructional staff. This authorization may include duties related to supervising the instructional staff, taking disciplinary actions with respect to the instructional staff, recommending new hires or layoffs, collective bargaining, claims, complaints, or benefits and records administration. (bm) The common council of the city of Milwaukee, the chancellor of the University of Wisconsin-Milwaukee, and the Milwaukee Area Technical College district board may only establish or enter into a contract for the establishment of a charter school located in the school district operating under ch. 119. The chancellor of the University of Wisconsin-Parkside may only establish or enter into a contract for the establishment of a charter school located in a unified school district that is located in the county in which the University of Wisconsin-Parkside is situated or in an adjacent county.

(c) 1. Only pupils who reside in the school district in which a charter school established under this subsection is located may attend the charter school.

2. A pupil may attend a charter school established in the school district operating under ch. 119 under this subsection only if one of the following applies:

a. In the previous school year, the pupil was enrolled in the school district operating under ch. 119.

b. In the previous school year, the pupil was attending a private school under s. 119.23.

c. In the previous school year, the pupil was enrolled in grades K-3 in a private school located in the city of Milwaukee other than under s. 119.23.

d. In the previous school year, the pupil was not enrolled in school.

e. In the previous school year, the pupil was enrolled in a charter school under this subsection. (cm) The chancellor of the University of Wisconsin-Parkside may establish or enter into a contract for the establishment of only one charter school under this subsection, which may not operate high school grades and which may not accommodate more than 400 pupils.

(d) The chartering or contracting entity under par. (b) shall do all of the following:

1. Ensure that all instructional staff of charter schools under this subsection hold a license or permit to teach issued by the department.

2. Administer the examinations under ss. 118.30 (1r) and 121.02 (1) (r) to pupils enrolled in charter schools under this subsection.

(e) 1. From the appropriation under s. 20.255 (2) (fm), the department shall pay to the operator of the charter school an amount equal to the sum of the amount paid per pupil under this subdivision in the previous school year and the amount of revenue increase per pupil allowed under subch. VII of ch. 121 in the current school year, multiplied by the number of pupils attending the charter school. The department shall pay 25% of the total amount in September, 25% in December, 25% in February, and 25% in June. The department shall send the check to the operator of the charter school.

2. If the chancellor of the University of Wisconsin-Parkside establishes or contracts for the establishment of a charter school under this subsection, in March the department shall pay to the unified school district in which the charter school is located, from the appropriation under s. 20.255 (2) (fm), an amount equal to the amount of school aid per pupil to which the unified school district is eligible in the current school year multiplied by the number of pupils attending the charter school who were previously enrolled in the unified school district.

(f) If the chancellor of the University of Wisconsin-Parkside establishes or contracts for the establishment of a charter school under this subsection, biennially the chancellor shall submit a report to the legislature under s. 13.172 (2). The report shall include information on the academic performance of the pupils who attend the charter school and on the success of the governance structure of the charter school.

(3) CONTRACT.

(a) If the school board grants the petition under sub. (2), the school board shall contract with the person named in the petition under sub. (1m)(b) 1. to operate the school as a charter school under this section. The contract shall include all of the provisions specified in the petition and may include other provisions agreed to by the parties.

(b) A contract under par. (a) or under subs. (2m) or (2r) may be for any term not exceeding 5 school years and may be renewed for one or more terms not exceeding 5 school years. The contract shall specify the amount to be paid to the charter school during each school year of the contract.

Note: All charter school teachers must be DPI certified.

Note: Contract specifies the amount paid to the charter school each year of the contract.

(c) A school board may not enter into a contract for the establishment of a charter school located outside the school district, except that if 2 or more school boards enter into an agreement under § 66.301 to establish a charter school, the charter school shall be located within one of the school districts, and if one or more school boards enter into an agreement with the board of control of a cooperative educational service agency to establish a charter school, the charter school shall be located within the boundaries of the cooperative educational service agency. A school board may not enter into a contract that would result in the conversion of a private, sectarian school to a charter school.

(d) A school board or an entity under sub. (2r)(b) shall give preference in awarding contracts for the operation of charter schools to those charter schools that serve children at risk, as defined in § 118.153(1)(a).

(4) CHARTER SCHOOL DUTIES AND RESTRICTIONS.

(a) Duties. A charter school shall do all of the following:

1. If the charter school replaces a public school in whole or in part, give preference in admission to any pupil who resides within the attendance area or former attendance area of that public school.

2. Be nonsectarian in its programs, admissions policies, employment practices and all other operations.

(b) Restrictions. A charter school may not do any of the following:

1. Charge tuition.

2. Discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

(5) CHARTER REVOCATION. A charter may be revoked by the school board or the entity under sub. (2r)(b) that contracted with the charter school if the school board or, if applicable, the entity under sub. (2r)(b) finds that any of the following occurred:

(a) The charter school violated its contract with the school board or the entity under sub. (2r)(b).

(b) The pupils enrolled in the charter school failed to make sufficient progress toward attaining the educational goals under § 118.01.

(c) The charter school failed to comply with generally accepted accounting standards of fiscal management.

(d) The charter school violated this section.

(6) PROGRAM VOLUNTARY. No pupil may be required to attend a charter school without his or her approval, if the pupil is an adult, or the approval of his or her parents or legal guardian, if the pupil is a minor.

(7) LEGAL STATUS; APPLICABILITY OF SCHOOL LAWS.

(a) Except as provided in par. (am), the school board of the school district in which a charter school is located shall determine whether or not the charter school is an instrumentality of the school district. If the school board determines that the charter school is an instrumentality of the school district, the school board shall employ all personnel for the charter school. If the school board determines that the charter school is not an instrumentality of the school district, the school board may not employ any personnel for the charter school.

(am) 1. Except as provided in subds. 2. and 3., if a charter school is established under sub. (2m) and located in the school district operating under ch. 119, the school board of that school district shall determine whether or not the charter school is an instrumentality of the school district. If the school board determines that a charter school is an instrumentality of the school district, the school board shall employ all personnel for the charter school. If the school board determines that a charter school is

not an instrumentality of the school district, the school board may not employ any personnel for the charter school.

2. A charter school established under sub. (2r) or a private school located in the school district operating under ch. 119 that is converted to a charter school is not an instrumentality of any school district and no school board may employ any personnel for the charter school. If the chancellor of the University of Wisconsin–Parkside contracts for the establishment of a charter school under sub. (2r), the board of regents of the University of Wisconsin System may employ instructional staff for the charter school.

3. Notwithstanding subd. 2., if the city of Milwaukee contracts with an individual or group operating for profit to operate a school as a charter school, the charter school is an instrumentality of the school district operating under ch. 119 and the board of the school district operating under ch. 119 shall employ all personnel for the charter school.

(ar) Nothing in this subsection affects the rights of personnel of a charter school that is an instrumentality of the school district in which it is located to engage in collective bargaining pursuant to subch. IV of ch. 111.

(b) Except as otherwise explicitly provided, chs. 115 to 121 do not apply to charter schools.

(8) AUDIT. The joint legislative audit committee may direct the legislative audit bureau to perform a financial and performance evaluation audit of the charter school program under this section. The legislative audit bureau shall file its report as provided under § 13.94(1)(b) by January 1, 2000.

Section note: 1993 Acts 16, 490; 1995 Acts 27, 27§9345(7); 1997 Acts 27, 238, 252; 1999 Act 9; 2001 Act 16.

Appendix C

Wisconsin Charter Schools

<i>Chartering Authority</i>	<i>Charter School</i>
Lance Alwin District Administrator Unified School District of Antigo 120 South Dorr Street Antigo, WI 54409 (715) 627-4355	Chrysalis Elementary Charter School—Closed 2002 931 Tenth Avenue Antigo, WI 54409 (1998) Judi Ingison (715) 623-0761 jing@antigoschools.k12.wi.us
	Chrysalis Family Charter School—Closed 2002 931 Tenth Avenue Antigo, WI 54409 (2000) Judi Ingison (715) 623-0761 jing@antigoschools.k12.wi.us
	Lily Community Charter School—Closed 2002 N7526 School Road Lily, WI 54491 Sandra Gallagher (715) 484-3030 sgallagher@antigoschools.k12.wi.us

^aNon-instrumentality
*2003–2004 School Year

*Chartering Authority**Charter School*

Dr. Thomas Scullen
District Administrator
Appleton Area School District
P.O. Box 2019
Appleton, WI 54912-2019
(920) 832-6126

Appleton Central Alternative School
120 East Harris Street
Appleton, WI 54913
(1996)
LuAnn Coenen
(920) 832-6132
coenen@aasd.k12.wi.us

Classical Charter School
3310 North Taft Street
Appleton, WI 54911
(1999)
Constance Ford
(920) 832-4968
fordconstance@aasd.k12.wi.us

Appleton Community Learning Center
120 East Harris Street
Appleton, WI 54912-2019
(2000)
LuAnn Coenen
(920) 832-6132
coenen@aasd.k12.wi.us

Appleton eSchool
2121 Emmers Drive
Appleton, WI 54915
(2002)
Connie Radtke
(920) 832-1744
radtkeconstanc@aasd.k12.wi.us

Odyssey-Magellan Charter School
225 North Badger Avenue
Appleton, WI 54914-3898
(Merged in 2003)
James Donnellan
(920) 832-6226
donnellanjames@aasd.k12.wi.us

Judith Baseman
(920) 832-6288
basemanjudith@aasd.k12.wi.us

Renaissance School for the Arts
610 North Badger Avenue
Appleton, WI 54914
(2002)
Stacey Otteson
(920) 832-6219
ottesonstacey@aasd.k12.wi.us

Tesla Engineering Charter School
2121 Emmers Drive
Appleton, WI 54915
(2002)
Mary Hultgren
(920) 832-6145
hultgrenmary@aasd.k12.wi.us

*Chartering Authority**Charter School*

Sean Schuff
(920) 997-1399
schuffsean@aasd.k12.wi.us

Valley New School*
10 College Avenue Suite 228
Appleton, WI 54911
(2003)
David Debbink
(920) 997-1399
debbinkdavid@aasd.k12.wi.us

**Wisconsin Connections
Academy**
Morgan Building,
120 East Harris Street
Appleton, WI 54912-2019
(2002)
Nichole Schweitzer
(920) 832-4800
schweitzer@aasd.k12.wi.us

Kelly Burhop
District Administrator
Argyle School District
P.O. Box 256
Argyle, WI 53504-0256
(608) 543-3318

**Argyle, Lafayette County
Community Charter School**
1300 Industrial Drive
Fennimore, WI 53809-9702
(2002)
Jeanetta Kirkpatrick
(608) 822-3276

Brian Busler
District Administrator
Beaver Dam School District
705 McKinley Street
Beaver Dam, WI 53916
(920) 885-7300

Beaver Dam Charter School
400 East Burnett Street
Beaver Dam, WI 53916
(1995)
Don Smith
(920) 885-7312
smithd@beaverdam.k12.wi.us

Dr. Bette Lang
District Administrator
School District of Beloit
Kolak Education Center
1633 Keeler Avenue
Beloit, WI 53511
(608) 361-4017

Knight's Academy
Closed 2003
1225 Fourth Street
Beloit, WI 53511
(1999)
Twyla Johnson
(608) 361-3111
tjohnson@sdb.k12.wi.us

Synectics Charter School*
1859 Northgate
Beloit, WI 53511
(2003)
Pam Kiefert
(608) 361-4033
pkiefert@sbd.k12.wi.us

<i>Chartering Authority</i>	<i>Charter School</i>
<p>Thomas I. Wilkins District Administrator School District of Black Hawk P.O. Box 303 South Wayne, WI 53587 (608) 439-5400</p>	<p>E*X*C*E*L* Charter School Closed 2003 202 East Center Street South Wayne, WI 53587 (2000) Jerry Mortimer (608) 439-5371 morjer@blackhawk.k12.wi.us</p>
<p>Lee P. Bjurquist District Administrator Colfax School District 601 University Avenue Colfax, WI 54730 (715) 962-3773</p>	<p>Academic Center— High School 601 University Avenue Colfax, WI 54730 (1998) James Kiesow (715) 962-3155 jkiesow@colfax.k12.wi.us</p> <p>Academic Center— Middle School 601 University Avenue Colfax, WI 54730 (1999) William Yingst, Jr. (715) 962-6376 wyingst@colfax.k12.wi.us</p>
<p>Richard C. Peters District Administrator School District of Crandon 9750 Hwy 8 West Crandon, WI 54520 (715) 478-3339</p>	<p>Crandon Alternative Resource School 9750 Hwy 8 West Crandon, WI 54520 (2000) John Gruber (715) 478-3713 gubejoh@crandon.k12.wi.us</p>
<p>Ruthann Faber District Administrator Deerfield Community School District 300 Simonson Boulevard Deerfield, WI 53531-9543 (608) 764-8261</p>	<p>Life Education and Preparation Program 300 Simonson Boulevard Deerfield, WI 53531-9543 (1996) Barbara Callahan (608) 764-5431 callahan@deerfield.k12.wi.us</p>
<p>LeRoy Meles District Administrator School District of Denmark 450 North Wall Street Denmark, WI 54208-9416 (920) 863-2176</p>	<p>Denmark Empowerment Charter School 3041 South County Road T Green Bay, WI 54311 (2001) Steve Pasono (920) 863-3450 pasonos@denmark.k12.wi.us</p>
<p>Henry Lamkin District Administrator Drummond Area School District P.O. Box 40 Drummond, WI 54832-0040 (715) 739-6669, Ext. 100</p>	<p>Ascend Academy P.O. Box 40 Drummond, WI 54832-0040 (2001) Al Gillberg (715) 739-6996 agillberg@logger.dasd.k12.wi.us</p>

*Chartering Authority**Charter School*

William Klaus
District Administrator
Eau Claire Area School District
500 Main Street
Eau Claire, WI 54701-3770
(715) 833-3465

Operated by CESA 12
618 Beaser Avenue
Ashland, WI 54806
Jim Lee
(715) 682-2363, Ext. 124
jiml@cesa12.k12.wi.us

**Health Occupations
Charter School—
Closed 2003**
500 Main Street
Eau Claire, WI 54701
(2002)
Holly Hart
(715) 833-3403
hhart@ecasd.k12.wi.us

**Chippewa Valley Technology
Charter School**
500 Main Street
Eau Claire, WI 54701-3770
(1999)
Holly Hart
(715) 833-3403
hhart@ecasd.k12.wi.us

McKinley Charter School
1266 McKinley Road
Eau Claire, WI 54703-2220
(1995)
Holly Hart
(715) 839-2831
hhart@ecasd.k12.wi.us

Montessori Charter School
400 Cameron Street
Eau Claire, WI 54701
(2002)
Holly Hart
(715) 833-3403
hhart@ecasd.k12.wi.us

Gregory Wescott
District Administrator
Elkhorn Area School District
3 North Jackson Street
Elkhorn, WI 53121-1905
(262) 723-3160

**Walworth County Educational
Consortium Alternative High
School**
400 County Highway H
Elkhorn, WI 53121-2046
(1999)
Jerry Hawver
(262) 741-8352
hawverj@gateway.tec.wi.us

William Pfalzgraf
District Administrator
Flambeau School District
N4540 County Highway I
P.O. Box 86
Troy, WI 54563-0086
(715) 532-3183

Flambeau Charter School*
N4540 County Highway I
P.O. Box 86
Troy, WI 54563-0086
(2003)
Linda Michek
(715) 532-5559
lmichek@flambeau.k12.wi.us

<i>Chartering Authority</i>	<i>Charter School</i>
Drew Johnson District Administrator School District of Gilman 325 North Fifth Avenue Gilman, WI 54433 (715) 447-8216, Ext. 302	School District of Gilman Charter School 325 North Fifth Avenue Gilman, WI 54433 (2001) Drew Johnson (715) 447-8216, Ext. 211
Dean Sanders District Administrator School District of Glenwood City P.O. Box 339 Glenwood City, WI 54013-0339 (715) 265-4757	Transitional Skills Center P.O. Box 339 Highway 170 Glenwood City, WI 54013-0339 (2000) Jacquelyn Steinhoff (715) 265-4266 steinjac@gcsd.k12.wi.us
Dr. William Hughes District Administrator Greendale School District (414) 423-2700, Ext. 2701	Time 4 Learning Charter School* 5900 South Fifty-first Street Greendale, WI 53129 (2003) Theresa West (414) 423-2750, Ext. 2751 twest@greendale.k12.wi.us
Kathleen Cooke District Administrator Hamilton School District W220 N6151 Townline Road Sussex, WI 53089-3999 (262) 246-1973, Ext. 1107	Passage Middle School^l 9501 Watertown Plank Road Wauwatosa, WI 53226-3552 (2000) Heidi Thuli (414) 476-2122
	Operated by CESA 1 19601 West Bluemound Road Suite 200 Brookfield, WI 53045-5974 Timothy Gavigan (262) 787-9510 tgavigan@cesa1.k12.wi.us
Michael Cox District Administrator Hayward Community School District P.O. Box 860 15930 West Fifth Street Hayward, WI 54843 (715) 634-2619, Ext. 1001	Hayward Center for Individualized Learning*ⁿ P.O. Box 860 Hayward, WI 54843-0860 2003 Kathryn Hexum (715) 865-3107
	Waadookodaading P.O. Box 860 Hayward, WI 54843 (2001) Mary Hermes (715) 634-2619, Ext. 1317 mhermes@hayward.k12.wi.us

Chartering Authority

Charter School

Stuart Waller
District Administrator
Hurley School District
5503 West Range View Drive
Hurley, WI 54534-9000
(715) 561-4900

Thomas Evert
District Administrator
School District of Janesville
527 South Franklin Street
Janesville, WI 53545-4823
(608) 743-5050

Michael Swartz
District Administrator
School District of Jefferson
206 South Taft Avenue
Jefferson, WI 53549-1453
(920) 675-1000

R. Scott Pierce
District Administrator
Kenosha Unified School District 1
3600 Fifty-second Street
Kenosha, WI 53144
(262) 653-6320

Dr. Joseph Lalich Charter School
5503 West Range View Drive
Hurley, WI 54534-9000
(2000)
Christopher Patritto
(715) 561-4900
patritto@hurley.k12.wi.us

Rock River Charter School
31 West Milwaukee Street
Janesville, WI 53545
(1998)
Stephanie Filter
(608) 752-8273
sfilter@janesville.k12.wi.us

Jefferson County Alternative School^a
700 West Milwaukee Street
Jefferson, WI 53549-1498
(2000)
Karen Craig
(920) 675-1100

Operated by CESA 2
448 East High Street
Milton, WI 53563
Karen Sanders
(608) 758-6232, Ext. 316
ksander1@cesa2.k12.wi.us

The Brompton School
1011 Washington Road
Kenosha, WI 53140-2850
(1997)
Patricia Jones
(262) 652-1339
pjones@kUSD.edu

Dimensions of Learning Academy
6218 Twenty-fifth Avenue
Kenosha, WI 53143
(2000)
Diana Pearson
(262) 605-6849
dpearson@kUSD.edu

Paideia Charter School Academy
5821 Tenth Avenue
Kenosha, WI 53140-4011
(1997)
Ellen Becker
(262) 658-4540
ebecker@kUSD.edu

<i>Chartering Authority</i>	<i>Charter School</i>
<p>Barb Lundgren District Administrator Kewaunee School District 915 Second Street Kewaunee, WI 54216 (920) 388-3230</p>	<p>Lakeshore Alternative High School 915 Second Street Kewaunee, WI 54216 (2000) Dawn Madland (920) 388-4558 dmadland@kewaunee.k12.wi.us</p>
<p>Phil Ertl District Administrator Kiel School District 416 Paine Street Kiel, WI 53042 (920) 894-2262</p>	<p>Kiel's Integrated Electronic Learning Charter School 416 Paine Street Kiel, WI 53042 (2002) Sue Steiner (920) 894-5188 ssteiner@kiel.k12.wi.us</p>
<p>Thomas Downs District Administrator School District of La Crosse 807 East Avenue South La Crosse, WI 54601 (608) 789-7628</p>	<p>La Crosse Alternative Education Charter School Central High School 1801 Losey Boulevard La Crosse, WI 54601 (2000) Helen Perlich (608) 789-7900 hperlich@mail.sdlax.k12.wi.us</p>
	<p>Logan High School 1500 Ranger Drive La Crosse, WI 54603 (2000) Larry Myhra (608) 789-7700</p>
	<p>Coulee Montessori 901 Caledonia Street La Crosse, WI 54603-2616 (1998) Harvey Witzenburg (608) 789-7685 hwitzen@mail.sdlax.k12.wi.us</p>
	<p>Partnership Charter School at Lincoln Middle School 510 South Ninth Street La Crosse, WI 54601-4799 (2000) Eliza Skemp (608) 789-7780</p>
	<p>School of Technology and Arts 1307 Hayes Street La Crosse, WI 54603-1949 (1995) Jacque Durnford (608) 789-7760</p>

*Chartering Authority**Charter School*

	School of Technology and Arts II 1900 Denton Street La Crosse, WI 54601-5816 (1997) M. Glen Jenkins (608) 789-7670
Robert Hanson District Administrator Lac du Flambeau School District #1 2899 State Highway 47 South Lac du Flambeau, WI 54538-9653 (715) 588-3838, Ext. 393	Leadership Academy Charter School—Closed 2002 (1998)
James Schuchardt District Administrator Ladysmith-Hawkins School District 1700 Edgewood Avenue East Ladysmith, WI 54848	Ladysmith-Hawkins Alternative Program II 1700 Edgewood Avenue East Ladysmith, WI 54848 (715) 532-5277 (2002) James Schuchardt (715) 532-5277 jschuchardt@lhdsd.k12.wi.us
	Project: Learning! 1700 Edgewood Avenue East Ladysmith, WI 54848 (2001) James Schuchardt (715) 532-5277 jschuchardt@lhdsd.k12.wi.us
James Gottinger District Administrator Lake Geneva-Genoa City UHS District 208 South Street Lake Geneva, WI 53147 (262) 348-1000, Ext. 1001	Badger Career Campus 220 South Street Lake Geneva, WI 53147-2436 (2000) Mark Pienkos (262) 348-2000, Ext. 2050
Rob Wagner District Administrator Lancaster Community School District 925 West Maple Street Lancaster, WI 53813-1599 (608) 723-5163, Ext. 404	Lancaster Academy—Closed 2002 925 West Maple Street Lancaster, WI 53813-1599 (1997) Dennis Donar (608) 723-2175, Ext. 408 donard@lancastersd.k12.wi.us
Michael Shimshak District Administrator School District of Lodi 115 School Street Lodi, WI 53555-1046 (608) 592-3851, Ext. 5481	Lodi Charter School 1100 Sauk Street Lodi, WI 53555 (2000) Elaine Plank (608) 592-3851, Ext. 5486 Kim Amidon (608) 592-3853, Ext. 4411

Chartering Authority

Charter School

Art Rainwater
District Administrator
Madison Metropolitan Schools
545 West Dayton Street
Madison, WI 53703-1967
(608) 663-1583

**Affiliated Alternatives—
Closed January 2003**
15 South Brearly Street
Madison, WI 53703
(1995)
Lynn Bailey
(608) 204-4223

**James C. Wright Middle
School**
1717 Fish Hatchery Road
Madison, WI 53713
(1995)
Ed Holmes
(608) 204-1340
eholmes@madison.k12.wi.us

Gregg Lundberg
District Administrator
School District of Maple
P.O. Box 188
Maple, WI 54854-0188
(715) 363-2431

**Richard I. Bong Memorial
Academyⁿ**
P.O. Box 313
Poplar, WI 54864
(2000)
Mike Murray
(715) 364-2766

Operated by CESA 12
618 Beaser Avenue
Ashland, WI 54806-2751
Jim Lee
(715) 682-2363, Ext. 124
jiml@cesa12.k12.wi.us

Dean Gorrell
District Administrator
Marshall Public Schools
P.O. Box 76
Marshall, WI 53559
(608) 655-3466

The Fifth Dimension
P.O. Box 76
Marshall, WI 53559
(1998)
Barb Seramek
(608) 655-1310, Ext. 505
barb_seramek@marshall.k12.wi.us

John Kammerud
District Administrator
School District of Mauston
510 Grayside Avenue
Mauston, WI 53948-1952
(608) 847-5451, Ext. 6682

**Mauston Alternative Resource
School**
508 Grayside Avenue
Mauston, WI 53948-1921
(1998)
Tom Reisenauer
(608) 847-6603, Ext. 3341
tom_reisenauer@fc.mauston.k12.wi.us

J. Michael Thompson
District Administrator
Menasha Joint School District
328 Sixth Street
Menasha, WI 54952
(920) 967-1400

The School on the Lake
1600 Midway Road
Menasha, WI 54952-1228
(2000)
Bev Sturke
(920) 967-1605
strukeb@mjsd.k12.wi.us

*Chartering Authority**Charter School*

Jesse Harness
District Administrator
School District of Menomonie
215 Pine Avenue Northeast
Menomonie, WI 54751
(715) 232-1642, Ext. 108

Lucas Charter School
N5630 200th Street
Menomonie, WI 54751
(1998)
Thomas Schmelzle
(715) 232-1790
tschmelzle@msd.k12.wi.us

William Reis
District Administrator
Middleton-Cross Plains Area Schools
7106 South Avenue
Middleton, WI 53562-3263
(608) 829-9000

**Middleton Alternative
Senior High**
2429 Clark Street
Middleton, WI 53562-2619
(1995)
Jill Gurtner
(608) 829-9640
jillg@mcpasd.k12.wi.us

Dr. Howard Fuller, Chair
Charter School Review Committee
City of Milwaukee
200 East Wells Street
Room 606, City Hall
Milwaukee, WI 53202-3567
(414) 286-5583

**Academy of Learning
and Leadership***
2739 North Fifteenth Street
Milwaukee, WI 53206
(2003)
Camille Mortimore
(414) 699-5008
camillemortimore@mac.com

Central City Cyberschool
4301 North Forty-fourth Street
Milwaukee, WI 53216
(1999)
Christine Faltz
(414) 444-2330
cfaltz@cyberschool-milwaukee.org

**The Darrell L. Hines College
Preparatory Academy of
Excellence**
7151 North Eighty-sixth Street
Milwaukee, WI 53224
(2002)
Barbara Horton
(414) 358-3542, Ext. 285
bhorton@dlha.org

**Downtown Montessori
Academics**
2319 East Kenwood Boulevard
Milwaukee, WI 53211
(1997)
Virginia Flynn
(414) 332-8214
dmontessori@wi.rr.com

Khamit Institute
4714 West Fond du Lac Avenue
Milwaukee, WI 53216
(1998)
Jerry Tarrer
(414) 445-0602
khamit@khamit.org

*Chartering Authority**Charter School*

William Andrekopoulos
District Administrator
Milwaukee Public School
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001

**YWCA Global Career City
Academy—Closed 2003**
4610 West State Street
Milwaukee, WI 53208
(1999)

**Afro Urban Institute Charter
Schoolⁿ**
600 West Walnut Street, Suite 39
Milwaukee, WI 53212
(2002)
Elder Franklin Atwater, Sr.
(414) 562-6969

**Audubon Technology and
Communication Center**
3300 South Thirty-ninth Street
Milwaukee, WI 53215
(2001)
Katrice Cotton
(414) 902-7800

**Bruce Guadalupe Community
Schoolⁿ**
1028 S. 9th Street
Pascual Rodriquez
Milwaukee, WI 53224
(2000)
Mary Beth Kuxhause
(414) 643-6441

Carter School of Excellence*ⁿ
2001 West Vliet Street
Milwaukee, WI 53205
(2003)
Lorraine P. Carter
(414) 933-4044
ccdgl@aol.com

Fairview School
6500 West Kinnickinnic River
Parkway
Milwaukee, WI 53219-3099
(2001)
Jacqueline Scudder
(414) 546-7700
scuddejx@mail.milwaukee.k12.wi.us

**Gustav A. Fritsche Middle
School**
2969 South Howell Avenue
Milwaukee, WI 53207-2093
(1999)
Robin Kitzrow
(414) 294-1000
kitzrowa@mail.milwaukee.k12.wi.us

Highland Community Schoolⁿ
3030 West Highland Boulevard
Milwaukee, WI 53208
(1996)
Anne Bowe
(414) 342-1412
hcommunityschl@wi.rr.com

I.D.E.A.L. Charter School
4965 South Twentieth Street
Milwaukee, WI 53221-2859
(2001)
Barbara Ernest
(414) 304-6200
babernie@hotmail.com

La Causa Charter School^{*n}
1643 South Second Street
Milwaukee, WI 53204
(2003)
Rose Guajardo
(414) 902-1660
roseg@lacausa.org

**Learning Enterprise
Vocational Training Instituteⁿ**
8920 West Brown Deer Road
Milwaukee, WI 53224
(2001)
Kathy A. Harrell-Patterson
(414) 362-9710
kharre8210@aol.com

Malcolm X Academy
2760 North First Street
Milwaukee, WI 53212-2402
(2002)
Lonnie Anderson
(414) 267-8600

**Milwaukee Leadership
Training Centerⁿ**
1501 S. Layton Boulevard,
Room 17
Milwaukee, WI 53215
(2001)
Robert Schick
(414) 384-8081

**New Hope Institute of Science
and Technology^{*n}**
1501 South Layton Boulevard
Milwaukee, WI 53215
(2003)
Rosella Tucker
(414) 838-4200
mende100@hotmail.com

*Chartering Authority**Charter School*

**Professional Learning
Institute***

4965 South Twentieth Street
Milwaukee, WI 53221
(2003)
Theresa Erbe
(414) 475-8443
terbe007@hotmail.com

Northern Star School

8135 West Florist Avenue
Milwaukee, WI 53218
(2002)
Valerie Benton-Davis
(414) 393-6783

Phoenix School

3620 North Eighteenth Street
Milwaukee, WI 53201-2181
(2001)
Michael Endress
(414) 875-6438
endresme@mail.milwaukee.k12.wi.us

Siefert Elementary School

1547 North Fourteenth Street
Milwaukee, WI 53205-2109
(2001)
Janel Howard
(414) 935-1500

**Solomon Juneau Business
High School**

6415 West Mount Vernon
Avenue
Milwaukee, WI 53213-4099
(2001)
Myron Cain
(414) 256-8200
juneauhigschool@yahoo.com

The Veritas High School^{1a}

3025 West Oklahoma Avenue
Milwaukee, WI 53215
(2001)
Marcia Spector
(414) 389-5575

**Walker International
Middle School**

1712 South Thirty-second
Street
Milwaukee, WI 53215-2198
(2000)
Dr. Hector Perez-Laboy
(414) 902-7500

*Chartering Authority**Charter School*

Westside Academy I/II

1945 North Thirty-first Street (I)
1940 North Thirty-sixth Street (II)
Milwaukee, WI 53208
(2000)
James Sonnenberg
(414) 934-5000/(414) 934-4400
dobersle@mail.milwaukee.k12.wi.us

Whittier Elementary School

4382 South Third Street
Milwaukee, WI 53207-4999
(2001)
Ruth Maegli
(414) 294-1400

Wings Academy

1306 North Fifty-eighth
Milwaukee, WI 53208
(2002)
Dani LaPorte
(414) 479-9881
wingsofmilwaukee@hotmail.com

Wisconsin Career Academyⁿ

4801 South Second Street
Milwaukee, WI 53218
(2000)
Ibrahim Duyar
(414) 483-8070
info@wiscca.com

Robert Kattman
Charter School Program Director
University of Wisconsin-Milwaukee
Enderis Hall
P.O. Box 413
Milwaukee, WI 53201
(414) 229-4682

The Marva Collins

**Preparatory School
of Wisconsin**
2449 North Thirty-sixth Street
Milwaukee, WI 53210-3040
(2002)
Robert Rauh
(414) 445-8020
Lois Ketterhagen
(414) 445-0020, Ext. 301
mcpswi@ameritech.net

**Milwaukee Academy of
Science**

2000 West Kilbourn Avenue
Milwaukee, WI 53233
(2000)
Tracey Sparrow
(414) 933-0302, Ext. 1122
tsparrow@milwaukee.
edisonschools.com

Chartering Authority

Charter School

**The Milwaukee Urban League
Academy of Business and Economics**
3814 West North Avenue
Milwaukee, WI 53210
(2001)
David DeBerry
(414) 615-3915
deberry2@milwaukee.edisonschools.com

**School for Early Development
and Achievement**
1905 West Wisconsin Avenue
Milwaukee, WI 53233
(2001)
Gene Stezela
(414) 342-4008
gstezela@mcfi.net

**YMCA Young Leaders
Academy**
1350 West North Avenue
Milwaukee, WI 53205
(2002)
Ronn Johnson
(414) 374-9400
rjohnson.ns@ymcake.org

Gary Schumacher
District Administrator
Monona Grove School District
5301 Monona Drive
Monona, WI 53716-3126
(608) 221-7660

**Monona Grove Alternative
High School**
4400 Monona Drive
Monona, WI 53716-1097
(1998)
Georgiana Giese
(608) 221-7666, Ext. 2005
georgiana_giese@mononagrove.org

Ed Van Ravenstein
District Administrator
School District of Monroe
925 Sixteenth Avenue, Suite 3
Monroe, WI 53566-1763
(608) 328-7147

**Monroe Alternative Charter
School**
1220 Sixteenth Avenue
Monroe, WI 53566-1763
(1998)
Dan Bauer
(608) 328-7128
dan.bauer@monroe.k12.wi.us

**Monroe Independent
Education Charter High School***
1220 Sixteenth Avenue
Monroe, WI 53566-1763
(2003)
Dan Bauer
(608) 328-7128
dan.bauer@monroe.k12.wi.us

John Gaier
District Administrator
Neillsville School District
Neillsville, WI 54456-2026
(715) 743-3323

**Clark County Alternative
Charter School**
501 Hewitt Street
Neillsville, WI 54456
(1998)
Darwin Smith
(715) 743-7443
caneguydarwin@netscape.net

<i>Chartering Authority</i>	<i>Charter School</i>
	<p>Operated by CESA 10 725 West Park Avenue Chippewa Falls, WI 54729-3276 Terry J. Olson (715) 720-2079 toolson@cesa10.k12.wi.us</p>
<p>Jon Trunell District Administrator School District of New Lisbon 500 South Forest Street New Lisbon, WI 53950-0205 (608) 562-3700, Ext. 501</p>	<p>Juneau County Charter Schoolⁿ N11003 Seventeenth Avenue Necedah, WI 54646 (1999) Michele Yates-Wickus (608) 565-7494 yatesm@cesa5.k12.wi.us</p>
	<p>Operated by CESA 5 P.O. Box 564 Portage, WI 53901-0564 Michele Yates-Wickus (608) 742-8814, Ext. 296 yatesm@cesa5.k12.wi.us</p>
<p>Bill Fitzpatrick District Administrator New London School District 901 West Washington Street New London, WI 54961-1698 (920) 982-8530</p>	<p>CASTLE Learning Center 1700 Klatt Road New London, WI 54961-8603 (2002) Cari Guden (920) 982-8420 cguden@newlondon.k12.wi.us</p>
<p>William Habron District Administrator Northern Ozaukee School District 401 Highland Avenue Fredonia, WI 53021 (262) 692-2489</p>	<p>The Wisconsin Virtual Academy* 401 Highland Avenue Fredonia, WI 53021 (2003) Daniel Hanrahan (262) 692-3988 dhanrahan@k12.com</p>
<p>David Polashek District Administrator Oconto Falls Public School District 200 North Farm Road Oconto Falls, WI 54154-1221 (920) 846-4471</p>	<p>Oconto Falls Alternative Learning Site 320 Central Avenue Oconto Falls, WI 54154 (1998) David Picard (920) 846-4455 davpicar@mail.ocontofalls.k12.wi.us</p>
	<p>Spruce School 102 South Washington Street Oconto Falls, WI 54154 (1998) Thomas Menor (920) 848-4463</p>
<p>Paul Amundson District Administrator Omro School District 455 Fox Trail Omro, WI 54963-1198 (920) 685-5666</p>	<p>Enterprise Charter Schoolⁿ 8389 Liberty School Road Omro, WI 54963-9607 (2000) Carol Zarski (920) 685-7410 czars@omro.k12.wi.us</p>

*Chartering Authority**Charter School*

Ronald Heilmann
District Administrator
Oshkosh School District
215 South Eagle Street
Oshkosh, WI 54903
(920) 424-0160

Operated by CESA 6
P.O. Box 2568
Oshkosh, WI 54903-2568
John Wade
(920) 236-0152
jwade@cesa6.k12.wi.us

EAA and Oshkosh Schools
Third-Grade
Aviation Charter School
Oakwood Elementary School
1225 North Oakwood Road
Oshkosh, WI 54902
(2001)
Kirby Schultz (Oakwood)
(920) 424-0164
kirby.schultz@oshkosh.k12.wi.us

Lynn Brown (Shapiro)
(920) 424-0164

Oakwood Environmental
Education Charter School*
Oakwood Elementary School
1225 North Oakwood Road
Oshkosh, WI 54904
(2003)
Kirby Schultz
(920) 424-0164
kirby.schultz@oshkosh.k12.wi.us
Philip Eickstaedt
(920) 424-0100

Pauli Nikolay
District Administrator
Parkview School District
P.O. Box 250
Orfordville, WI 53576-0250
(608) 879-2717

Parkview Charter School
106 West Church Street
Orfordville, WI 53576
(1999)
Tracy Walczak
(608) 879-2352
twalcz@parkview.k12.wi.us

Dan Pulsfus
District Administrator
Portage Community Schools
904 DeWitt Street
Portage, WI 53901-1726
(608) 742-4879

Portage Academy of
Achievement
2600 Woodcrest Drive
Portage, WI 53901-1262
(1999)
Dyann Miller
(608) 742-1409
millerd@portage.k12.wi.us

River Crossing Junior
High School
191 East Slifer Street
Portage, WI 53901
(2002)
Victoria Dahlby
(608) 742-3764
river@portage.k12.wi.us

<i>Chartering Authority</i>	<i>Charter School</i>
<p>James O'Meara District Administrator Prairie du Chien Area School District 420 South Wacouta Avenue Prairie du Chien, WI 53821-1924 (608) 326-8451, Ext. 2170</p>	<p>Eastman Community Home Organization Elementary School 202 South Main Street Eastman, WI 54626 (2000) James O'Meara (608) 326-8451 jomeara@pdc.k12.wi.us</p>
<p>Thomas Hicks District Administrator Racine Unified School District 2220 Northwestern Avenue Racine, WI 53404 (262) 631-7064</p>	<p>McKinley Middle Charter School 2340 Mohr Avenue Racine, WI 53405 (2000) Keith Mosley (262) 664-6150 kmosley@racine.k12.wi.us</p>
	<p>The REAL School 1230 Sixth Street Racine, WI 53403 (2000) Warren Baugher (262) 631-7062 wbaugher@racine.k12.wi.us</p>
<p>Paul Haubrich Consultant/Charter Schools University of Wisconsin-Parkside 9000 Wood Road 286 Talent Hall Kenosha, WI 53140 (414) 350-1153</p>	<p>The 21st Century Preparatory School 1220 Mound Avenue Racine, WI 53405 (2002) Milton Thompson (262) 598-0026 mthompson@21stprepschool.org</p>
<p>Paul Vine District Administrator Rice Lake Area Schools 700 Augusta Street Rice Lake, WI 54868 (715) 234-9007</p>	<p>Barron County Alternative Schoolⁿ 1725 South Main Street Rice Lake, WI 54868 (2001) Paul Vine (715) 234-9007 vinep@ricelake.k12.wi.us</p>
	<p>Operated by CESA 11 225 Ostermann Drive Turtle Lake, WI 54889-9191 Robert Rykal (715) 986-2020</p>
<p>Rachel Schultz District Administrator Richland School District 26221 Starlight Lane Suite A Richland Center, WI 53581 (608) 647-6106</p>	<p>Comprehensive Learning Center 678 South Park Street Richland Center, WI 53581 (2000) Rachel Schultz (608) 647-6106 rschultz@richland.k12.wi.us</p>

<i>Chartering Authority</i>	<i>Charter School</i>
<p>Boyd McLarty District Administrator School District of River Falls 852 East Division Street River Falls, WI 54022 (715) 425-1800</p>	<p>River Falls Montessori Charter Academy 211 North Fremont Street River Falls, WI 54022 (2002) Charles Eaton (715) 425-1819 cheato@rfsd.k12.wi.us</p> <p>River Falls Renaissance Alternative Charter School 211 North Fremont Street River Falls, WI 54022 (1999) G. Edward Schramm (715) 425-1800 edschr@rfsd.k12.wi.us</p>
<p>Ronda S. Ewald District Administrator St. Francis School District 4225 South Lake Drive St. Francis, WI 53235-5941 (414) 747-3900</p>	<p>Horizon Academy 4225 South Lake Drive St. Francis, WI 53235-5941 (1998) Gerald Luecht (414) 801-7636</p>
<p>David Ewald District Administrator South Milwaukee School District 1225 Memorial Drive South Milwaukee, WI 53172-1625 (414) 768-6300</p>	<p>Connects Learning Center 6201 South Bariland Avenue Cudahy, WI 53110 (2001) Kathy Dermody (414) 768-6309 dermodykathy@sdsd.k12.wi.us</p>
<p>John Hendricks District Administrator Sparta Area School District 506 North Black River Street Sparta, WI 54656 (608) 269-3151</p>	<p>Sparta Charter Preschool 506 North Black River Street Sparta, WI 54656 (2000) Michael Roddick (608) 269-8133 mroddick@spartan.org</p> <p>Sparta High Point School 201 East Franklin Street Sparta, WI 54656 (2002) Curt Kennedy (608) 366-3491 Mathew Toetz (608) 366-3471 mtoetz@spartan.org</p>
<p>David Schuler District Administrator Stevens Point Area School District 1900 Polk Street Stevens Point, WI 54481 (715) 345-5444</p>	<p>Concerned about Reaching Everyone 2000 Polk Street Stevens Point, WI 54481 (2000) Connie Negaard (715) 345-5620</p>

*Chartering Authority**Charter School*

**Education for a Sustainable
Development**

1201 North Point Drive
Stevens Point, WI 54481
(1994)
Vic Akemann
(715) 345-7312
vakemann@wisp.k12.wi.us

**Jackson Environmental
Discovery Center**

1900 West Zinda Drive
Stevens Point, WI 54481
(2002)
Carl Coffman
(715) 345-5417
ccoffman@wisp.k12.wi.us

McDill Academies

2516 School Street
Stevens Point, WI 54481
(2002)
Dennis Raabe
(715) 345-5420
draabe@wisp.k12.wi.us

McKinley Center

2926 Blaine Street
Stevens Point, WI 54481
(1998)
John Blader, Sr.
(715) 345-5421
jblader@wisp.k12.wi.us

Wisconsin Rivers Community

1201 North Point Drive
Stevens Point, WI 54481
(2002)
Karen Halverson
(715) 345-5466
khalvers@wisp.k12.wi.us

Robert Grimmer
District Administrator
Sturgeon Bay School District
1230 Michigan Street
Sturgeon Bay, WI 54235
(920) 746-2800

Door County Charter School

827 North Eighth Avenue
Sturgeon Bay, WI 54235
(2001)
Randy Watermolen
(920) 746-2803
watermol@sturbay.k12.wi.us

Tim Culver
District Administrator
Sun Prairie Area School District
501 South Bird Street
Sun Prairie, WI 53590
(608) 834-6500

**Sun Prairie Alternative
High School—Closed
February 2004**

220 Kroncke Drive
Sun Prairie, WI 53590
(2000)
Paul Keats
(608) 834-6717
pekeats@spasd.k12.wi.us

*Chartering Authority**Charter School*

	<p>Dane County Transition Schoolⁿ 2326 South Park Street, #208 Madison, WI 53713 (1998) Judy Henderson (608) 250-5210 mandmlover@aol.com</p>
	<p>Operated by CESA 2 448 East High Street Milton, WI 53563 Gary Albrecht (608) 758-6232, Ext. 301 galbrech@cesa12.k12.wi.us</p>
Allan Lindstrom District Administrator Trevor Grade School District 26325 Wilmot Road Trevor, WI 53179-9701 (262) 862-2356	<p>Trevor Accelerated Program 26325 Wilmot Road Trevor, WI 53179-9701 (1998) Barbara Sander (262) 862-2356 bsander@trevor.k12.wi.us</p>
William Conzemius District Administrator Verona Area School District 700 North Main Street Verona, WI 53593 (608) 845-4300	<p>Core Knowledge Charter School 740 North Main Street Verona, WI 53593 (1996)</p> <p>Robert McNallie (608) 845-4133 mcnallir@verona.k12.wi.us Ingrid Beamsley (608) 845-4129</p>
	<p>New Century School 401 West Verona Avenue Verona, WI 53593 (1995) Tim Bubon (608) 845-4910 bubont@verona.k12.wi.us</p>
David Johnston District Administrator Viroqua Area School District 115 North Education Avenue Viroqua, WI 54665 (608) 637-1187	<p>Laurel High School 100 Black Hawk Drive Viroqua, WI 54665 (1999) Renee Baker (608) 637-8486 bakren@viroqua.k12.wi.us</p>
	<p>Vernon County Area Better Futures High School 100 Black Hawk Drive Viroqua, WI 54665 (2000) William Tourdot (608) 637-1605 btourdot@viroqua.k12.wi.us</p>

<i>Chartering Authority</i>	<i>Charter School</i>
<p>David Schmidt District Administrator Waukesha School District 222 Maple Ave. Waukesha, WI 53186 (262) 970-1012</p>	<p>Harvey Phillip Alternative Charter School 621 West College Avenue Waukesha, WI 53186 (2001) James Haessly (262) 970-1102 jhaessly@waukesha.k12.wi.us</p> <p>Project Change— A Recovery School 222 Maple Avenue Waukesha, WI 53186 (2002) James Haessly (262) 970-1102 jhaessly@waukesha.k12.wi.us</p>
<p>Lloyd McCabe District Administrator School District of Waupun 950 Wilcox Street Waupun, WI 53963 (920) 324-9341</p>	<p>Waupun Alternative High School 801 East Lincoln Street Waupun, WI 53963 (2000) Diane Koehler (920) 324-5591 dkoehler@waupun.k12.wi.us</p>
<p>Charles T. Skurka District Administrator Wausau School District P.O. Box 359 Wausau, WI 54402-0359 (715) 261-2561</p>	<p>Star Bright Charter School 700 West Strowbridge Street Wausau, WI 54401 (2000) Julianna Burmesch (715) 261-2506 jburmesch@wausau.k12.wi.us</p>
<p>Kurt Wachholz District Administrator West Allis School District 9333 West Lincoln Avenue West Allis, WI 53227-2395 (414) 604-3005</p>	<p>Academy of Learningⁿ 2930 South Root River Parkway West Allis, WI 53227-2924 (2001) Heidi Thuli (262) 604-3000, ext. 437 hthuli@cesa1.k12.wi.us</p>
	<p>Operated by CESA 1 2930 South Root River Parkway West Allis, WI 53227-2924 Timothy Gavigan (262) 604-3000, Ext. 438 tgavigan@cesa1.k12.wi.us</p>
<p>Steven Altendorf District Administrator Weyauwega-Fremont School District P.O. Box 580 Weyauwega, WI 54983 (920) 867-2148</p>	<p>Waupaca County Charter School 310 East Main Street Weyauwega, WI 54983 (1998) Michele Yates-Wickus (920) 867-4744</p>

*Chartering Authority**Charter School*

	Operated by CESA 5 626 East Slifer Street P.O. Box 564 Portage, WI 53901-0564 Don Stevens (608) 742-8814, Ext. 222 info@cesa5.k12.wi.us
Charles Whitsell District Administrator School District of Wisconsin Dells 811 County Road H Wisconsin Dells, WI 53965 (608) 254-7769	Kilbourn Academy 520 Race Street Wisconsin Dells, WI 53965 (2000) Michael Hazelkorn (608) 253-1461 mhazelko@sdwd.k12.wi.us
Dean Ryerson District Administrator Wisconsin Rapids School District 510 Peach Street Wisconsin Rapids, WI 54494 (715) 422-6003	River Cities High School— Closed 2003 680 West Grand Avenue Wisconsin Rapids, WI 54495 (2000) (715) 422-6360

Appendix D

Resources

Wisconsin laws governing charter schools:

<http://www.legis.state.wi.us/statutes/Stat0118.pdf>

Search for Statute 118.40 Charter Schools; Also 115-21, which applies to public schools

DPI Charter Web page:

<http://www.dpi.state.wi.us/dpi/dfm/sms/csindex.html>

To learn about charter schools in general, please visit:

http://www.uscharterschools.org/pub/uscs_docs/index.htm

For specific information about starting a new charter school, please go to:

http://www.uscharterschools.org/pub/uscs_docs/r/startup.htm

For national resources, Web sites, research, please visit:

<http://www.ncrel.org/>

Library of Charter School Authorizer Resources:

<http://www.charterauthorizers.org/pubnacsalibrary/index.php>

Wisconsin Charter School Association, association and advocacy group for charter schools, contact:

Sennb@charter.net

Institute for the Transformation of Learning, Marquette University, contact:

cindy.zautcke@marquette.edu

Other grant funds:

“eSchool News School Funding Center”

Information on up-to-the-minute grant programs, funding sources, and technology funding:

<http://www.eschoolnews.com/erc/funding/>

“Philanthropy News Digest-K-12 Funding Opportunities”

K-12 funding opportunities with links to grant seeking for teachers, learning technology, and more:

<http://fdncenter.org/funders/>

“School Grants”

A collection of resources and tips to help K-12 educators apply for and obtain special grants for a variety of projects:

<http://www.schoolgrants.org/>

“Federal Resources for Educational Excellence” (FREE)

More than 30 federal agencies formed a working group in 1997 to make hundreds of federally supported teaching and learning resources easier to find. The result of that work is the FREE Web site:

<http://www.ed.gov/free/>

“Fundsnet Online Services”

A comprehensive Web site dedicated to providing nonprofit organizations, colleges, and universities with information on financial resources available on the Internet:

<http://www.fundsnet-services.com/>

