

# Wisconsin Charter Schools Yearbook

2006–2007

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# Contents

Foreword . . . . .	ix
Introduction . . . . .	xi
<b>1. Wisconsin Charter Schools State Summary . . . . .</b>	<b>1</b>
History of Charter School Law . . . . .	1
Sponsorship . . . . .	2
Legal Status . . . . .	2
What Charter Schools Can and Cannot Do . . . . .	3
Organization and Governance . . . . .	4
Teaching Requirements . . . . .	4
Funding . . . . .	4
Grants . . . . .	5
Accountability . . . . .	5
Map . . . . .	7
<b>2. Wisconsin Charter Schools . . . . .</b>	<b>9</b>
* New Charter Schools Opened in 2006	
1. Appleton, Appleton Community Learning Center . . . . .	13
2. Appleton, Appleton eSchool . . . . .	13
3. Appleton, Appleton Public Montessori . . . . .	14
4. Appleton, Central Alternative High School . . . . .	14
5. Appleton, Classical Charter School . . . . .	15
6. Appleton, Dan Spalding Academy . . . . .	15
7. <b>Appleton, Foster (Stephen) Elementary School*</b> . . . . .	<b>15</b>
8. Appleton, Fox River Academy . . . . .	16
9. Appleton, Odyssey-Magellan Charter School . . . . .	17
10. Appleton, Renaissance School for the Arts . . . . .	17
11. Appleton, Tesla Engineering Charter School . . . . .	17
12. Appleton, Valley New School . . . . .	18
13. Appleton, Wisconsin Connections Academy . . . . .	18
14. Argyle, Argyle Land Ethic Academy (ALEA) . . . . .	19
15. Argyle, Lafayette County Community Charter School . . . . .	19
16. Augusta, Wildlands Science Research Charter School . . . . .	20
17. <b>Baraboo, Baraboo Hills Elementary School*</b> . . . . .	<b>20</b>
18. Beaver Dam, Beaver Dam Charter School . . . . .	21
19. Beloit, Synectics Middle School . . . . .	21
20. Blair-Taylor, School of Science, Engineering and Technology (SoSET) . . . . .	22
21. Cambridge, JEDI Virtual High School . . . . .	22
22. <b>Central Westosha UHS, Central Charter School*</b> . . . . .	<b>23</b>

23. Clinton, Language Instruction for Tomorrow (LIFT) Charter School . . . . .	24
24. Colfax, Academic Center—High School . . . . .	24
25. Crandon, Crandon Alternative Resource School . . . . .	25
26. Deerfield, Life Education and Preparation Program (LEAPP) . . . . .	25
27. Denmark, Denmark Empowerment Charter School . . . . .	26
28. Drummond, Ascend Academy . . . . .	26
29. Eau Claire, Chippewa Valley Montessori Charter School . . . . .	27
30. Eau Claire, Chippewa Valley Technology Charter School . . . . .	27
31. Eau Claire, McKinley Charter School . . . . .	28
32. Elkhorn, Walworth County Educational Consortium Alternative High School . . . . .	28
33. Flambeau, Flambeau Charter School . . . . .	29
<b>34. Flambeau, Whitetail Academy Charter School*</b> . . . . .	<b>29</b>
35. Glenwood City, Transitional Skills Center . . . . .	30
36. Grantsburg, Grantsburg Virtual School . . . . .	30
37. Greendale, Time 4 Learning Charter School . . . . .	31
38. Hamilton, Passage Middle School, Wauwatosa . . . . .	32
39. Hayward, Hayward Center for Individualized Learning . . . . .	32
40. Hayward, Waadookodaading . . . . .	33
41. Hurley, Dr. Joseph Lalich Charter School . . . . .	33
42. Janesville, Janesville Academy for International Studies . . . . .	34
43. Janesville, Rock River Charter School . . . . .	35
44. Kenosha, Brompton School . . . . .	35
45. Kenosha, Dimensions of Learning Academy . . . . .	35
<b>46. Kenosha, Kenosha eSchool*</b> . . . . .	<b>36</b>
47. Kenosha, Paideia Academy . . . . .	36
48. Kenosha, University of Wisconsin–Parkside, The 21st Century Preparatory School . . . . .	36
49. Kewaunee, Lakeshore Alternative High School . . . . .	37
50. Kiel, Kiel eSchool . . . . .	37
51. Kiel, Meeme LEADS Charter School . . . . .	38
52. Kimberly, Caring Opportunities for Recovery Education (CORE) . . . . .	39
53. Kohler, Northeast Wisconsin Online Charter School . . . . .	39
54. La Crosse, Coulee Montessori . . . . .	40
55. La Crosse, La Crossroads High School . . . . .	40
56. La Crosse, School of Technology and Arts . . . . .	41
57. La Crosse, School of Technology and Arts II . . . . .	41
58. Lena, LEARN Charter School . . . . .	41
59. Lodi, Lodi Charter School . . . . .	42
60. Madison, James C. Wright Middle School . . . . .	42
61. Madison, Nuestro Mundo Community School . . . . .	43
62. Marshall, Fifth Dimension . . . . .	43
<b>63. Marshfield, Marshfield Human Services Academy*</b> . . . . .	<b>44</b>
64. Mauston, Mauston Alternative Resource School . . . . .	44
65. Medford, Rural Virtual Academy . . . . .	45
66. Menasha, Chance II Charter School . . . . .	45
67. Menomonie, Lucas Charter School . . . . .	46
68. Middleton–Cross Plains, Middleton Alternative Senior High . . . . .	47
69. City of Milwaukee, Academy of Learning and Leadership . . . . .	47
70. City of Milwaukee, Central City Cyberschool . . . . .	48
71. City of Milwaukee, Darrell L. Hines College Preparatory Academy of Excellence . . . . .	48
72. City of Milwaukee, Downtown Montessori Academy . . . . .	49
73. City of Milwaukee, Maasai Institute . . . . .	49

74. Milwaukee, Academia de Lenguaje y Bellas Artes . . . . .	50
75. Milwaukee, Advanced Language and Academic Studies . . . . .	50
76. Milwaukee, The Alliance School . . . . .	51
77. Milwaukee, Audubon Technology and Communication Center . . . . .	51
78. Milwaukee, Aurora Weier Early College Bilingual High School . . . . .	52
79. Milwaukee, Bruce Guadalupe Community School . . . . .	52
80. Milwaukee, Carter School of Excellence . . . . .	53
81. Milwaukee, CITIES Project High School . . . . .	53
82. Milwaukee, Community High School . . . . .	54
<b>83. Milwaukee, Downtown Institute of Arts and Letters*</b> . . . . .	<b>54</b>
84. Milwaukee, Fairview School . . . . .	55
85. Milwaukee, Fritsche Middle School . . . . .	55
86. Milwaukee, Genesis High School . . . . .	56
87. Milwaukee, Highland Community School . . . . .	56
88. Milwaukee, Hmong American Peace Academy (HAPA) . . . . .	57
89. Milwaukee, Honey Creek Continuous Progress Elementary School . . . . .	57
90. Milwaukee, Humboldt Park K–8 School . . . . .	58
91. Milwaukee, I.D.E.A.L. Charter School . . . . .	59
<b>92. Milwaukee, Kosciuszko Middle Montessori School*</b> . . . . .	<b>59</b>
93. Milwaukee, La Causa Charter School . . . . .	60
94. Milwaukee, Malcolm X Academy . . . . .	61
95. Milwaukee, Milwaukee Academy of Aviation, Science & Technology . . . . .	61
96. Milwaukee, Milwaukee Leadership Training Center . . . . .	62
97. Milwaukee, Milwaukee Learning Laboratory and Institute . . . . .	62
98. Milwaukee, Milwaukee School of Entrepreneurship . . . . .	63
99. Milwaukee, Next Door Charter School . . . . .	63
100. Milwaukee, Northern Star School . . . . .	64
101. Milwaukee, Preparatory School for Global Leadership . . . . .	64
102. Milwaukee, Professional Learning Institute . . . . .	65
103. Milwaukee, Siefert Elementary School . . . . .	65
104. Milwaukee, Truth Institute for Leadership and Service . . . . .	65
105. Milwaukee, Veritas High School . . . . .	66
106. Milwaukee, Walker International Middle School . . . . .	66
107. Milwaukee, W.E.B. Du Bois High School . . . . .	66
108. Milwaukee, Westside Academy I/II . . . . .	67
109. Milwaukee, Whittier Elementary School . . . . .	67
110. Milwaukee, Wings Academy . . . . .	67
111. Milwaukee, Wisconsin Career Academy . . . . .	68
112. University of Wisconsin–Milwaukee, Capitol West Academy . . . . .	68
113. University of Wisconsin–Milwaukee, Inland Seas School of Expeditionary Learning . . . . .	69
114. University of Wisconsin–Milwaukee, Milwaukee Academy of Science . . . . .	70
115. University of Wisconsin–Milwaukee, Milwaukee College Preparatory School . . . . .	70
116. University of Wisconsin–Milwaukee, School for Early Development and Achievement . . . . .	71
117. University of Wisconsin–Milwaukee, Tenor High School . . . . .	71
118. University of Wisconsin–Milwaukee, Milwaukee Urban League Academy of Business and Economics . . . . .	72
119. University of Wisconsin–Milwaukee, Woodlands School . . . . .	72

120. University of Wisconsin–Milwaukee, YMCA Young Leaders Academy . . . . .	73
121. Monona Grove, Monona Grove Alternative High School . . . . .	73
<b>122. Monroe, Abraham Lincoln Accelerated Learning Academy*</b> . . . . .	<b>74</b>
123. Monroe, Monroe Alternative Charter School . . . . .	75
124. Monroe, Monroe Alternative Middle School . . . . .	75
125. Monroe, Monroe Independent Education Charter High School . . . . .	75
<b>126. Monroe, Monroe Virtual Charter School*</b> . . . . .	<b>76</b>
127. Mukwonago, Eagleville Elementary Charter School . . . . .	76
128. Neenah, Alliance Charter Elementary . . . . .	77
129. Neillsville, Clark County Charter School . . . . .	77
130. New Lisbon, Juneau County Charter School . . . . .	78
131. New London, Challenging All Students to Learn Effectively (CASTLE) . . . . .	78
132. Northern Ozaukee, The Wisconsin Virtual Academy . . . . .	79
133. Oak Creek–Franklin, Connects Learning Center . . . . .	79
<b>134. Oak Creek–Franklin, Early Learning Academy*</b> . . . . .	<b>80</b>
135. Oconto Falls, Falls Alternative Learning Site . . . . .	80
136. Oconto Falls, Spruce School . . . . .	80
<b>137. Osceola, Osceola Career Charter School*</b> . . . . .	<b>81</b>
138. Osceola, Osceola Charter Preschool . . . . .	81
139. Oshkosh, Accelerated Alternative Learning Program School . . . . .	82
140. Oshkosh, EAA Charter School . . . . .	83
141. Oshkosh, East High School . . . . .	83
142. Oshkosh, Journeys School . . . . .	83
<b>143. Oshkosh, Merrill Elementary Healthy Living Charter*</b> . . . . .	<b>84</b>
144. Oshkosh, Oakwood Environmental Education Charter School . . . . .	85
145. Parkview, Parkview Charter School . . . . .	86
146. Portage, Portage Academy of Achievement . . . . .	86
147. Portage, River Crossing Environmental Charter School . . . . .	87
148. Racine, McKinley Middle Charter School . . . . .	87
149. Racine, REAL School . . . . .	88
150. Rhinelander, Northwoods Community Elementary School . . . . .	88
151. Rhinelander, Northwoods Community Secondary School . . . . .	89
152. Rice Lake, Barron County Alternative School . . . . .	89
153. Richland Center, Comprehensive Learning Center . . . . .	90
<b>154. Ripon, Ripon Exploration and Application Charter High School*</b> . . . . .	<b>90</b>
155. River Falls, Renaissance Charter Academy . . . . .	91
156. River Falls, River Falls Public Montessori Academy . . . . .	92
<b>157. Sauk Prairie, Merrimac Community Charter School*</b> . . . . .	<b>92</b>
158. Sheboygan, Riverview Academy Charter School . . . . .	93
<b>159. Sheboygan, Washington School for Comprehensive Literacy*</b> . . . . .	<b>94</b>
160. Shorewood, New Horizons for Learning . . . . .	95
161. Sparta, Lakeview Montessori School . . . . .	95
162. Sparta, Sparta Area Independent Learning School (SAILS) . . . . .	96
163. Sparta, Sparta Charter Preschool . . . . .	97
164. Sparta, Sparta High Point School . . . . .	97
165. Stevens Point, Concerned About Reaching Everyone (CARE) . . . . .	98
166. Stevens Point, Jefferson School for the Arts . . . . .	98
167. Stevens Point, McDill Academies . . . . .	99
168. Stevens Point, McKinley Center . . . . .	99

169. Stevens Point, Roosevelt IDEA School . . . . .	100
170. Stevens Point, Washington Service-Learning Center . . . . .	100
171. Stevens Point, Wisconsin River Academy. . . . .	101
172. Trevor–Wilmot, Bright Horizons . . . . .	101
173. Verona, Core Knowledge Charter School . . . . .	102
174. Verona, New Century School . . . . .	102
175. Viroqua, Laurel High School. . . . .	102
176. Viroqua, Vernon County Area Better Futures High School . . . . .	103
177. Waukesha, Harvey Philip Alternative Charter School . . . . .	103
178. Waukesha, iQ Academies at Wisconsin. . . . .	104
179. Waukesha, Project Change Alternative Recovery School. . . . .	104
180. Waukesha, Waukesha Academy of Health Professions . . . . .	105
181. Waupun, Waupun Alternative High School. . . . .	105
182. Wausau, New Horizons Charter School . . . . .	106
183. Wausau, Wausau Area Montessori School . . . . .	106
184. West Allis–West Milwaukee, Academy of Learning— 21 <sup>st</sup> Century Skills Model . . . . .	107
185. Weyauwega–Fremont, Waupaca County Charter School. . . . .	107
<b>186. Whitnall, Collaborating On Readiness Education for 4 Year Olds*</b> . . . . .	<b>108</b>
187. Wisconsin Dells, Kilbourn Academy . . . . .	109
188. Wisconsin Rapids, Central Cities Health Institute . . . . .	109

Note: Milwaukee Expressions School of the Arts and Milwaukee School of Humanities, both authorized by Milwaukee Public Schools, were charter schools open during the 2006–2007 school year but closed prior to the printing of this yearbook. The descriptions of these schools are not included.

<b>3. Appendices . . . . .</b>	<b>111</b>
A. Teaching Requirements for Charter Schools . . . . .	111
B. Wisconsin Charter School Law 118.40 . . . . .	112
C. Wisconsin Charter Schools . . . . .	117
D. New Charter Schools Opened in 2006. . . . .	144
E. Closed Charter Schools . . . . .	145
F. Resources . . . . .	147
G. Wisconsin Charter Schools Alphabetized by School Name . . . .	148







# Foreword

Wisconsin is nationally known for our educational innovation, and our state's charter schools are a shining example. In Wisconsin, charter schools are public schools that are accountable to their authorizer, primarily local school boards, and local citizens. In Wisconsin, there are currently 94 school boards that have authorized at least one charter school. Charter schools must employ Department of Public Instruction (DPI)-certified staff and participate in the state assessment system. Wisconsin charter schools encourage innovation and creativity in their approach to providing educational options for parents and their children. Communities throughout our state are coming together around a New Wisconsin Promise to ensure that every child has a quality education and to close the achievement gap between economically disadvantaged students, students of color, and their peers. Wisconsin charter schools are part of our overall public education efforts to fulfill our promise. The number of charter schools in Wisconsin has grown steadily since the inception of the charter school law in 1993. For the 2006–07 school year, children across the state were served by 190 different charter schools. This publication provides a description of existing charter schools in an effort to highlight the shining examples of schools that are designed to meet the needs of the local community and close the achievement gap.

*Elizabeth Burmaster*  
*State Superintendent*







# Introduction

Charter School \chär-tär 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.

A charter school is 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 attention 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.

# 1

## Wisconsin Charter Schools

- History of Charter School Law
- Sponsorship
- Legal Status
- What Charter Schools Can and Cannot Do
- Organization and Governance
- Teaching Requirements
- Funding
- Grants
- 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 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. These chartering entities are often referred



to as independent (2r) authorizers, because §118.40 (2r) is the statute that refers to these entities.

In the 1998 budget adjustment session, the state 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). Changes that occurred in the 2003–2005 biennial budget exempt a specific charter school sponsored by UW–Milwaukee (Woodlands Academy) from some residency requirements. Additional changes in 2005 resulted in the elimination of previous school year attendance requirements for students residing in Milwaukee. (See appendix B for specific language.)

In 2006, the law was changed to allow school boards or independent (2r) authorizers to enter into contracts for the establishment of a charter school that enrolls only one sex or that provides one or more courses that enroll only one sex if the school board or independent (2r) authorizer makes available to the opposite sex, under the same policies and criteria of admission, schools or courses that are comparable to each such school or course.

## **Sponsorship**

School boards are the primary charter school authorizers 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. If the Milwaukee school board denies a petition, the denied petitioner may appeal to the Wisconsin Department of Public Instruction (DPI). For information on school board action taken on new charter school petitions and proposals, please visit: [http://www.dpi.wi.gov/sms/pdf/LEGREPORT\\_03\\_04.pdf](http://www.dpi.wi.gov/sms/pdf/LEGREPORT_03_04.pdf).

## **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 are 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 the charter contract. This last provision does not pertain to noninstrumentality charter schools. For specific information regarding special education, see <http://www.dpi.wi.gov/sped/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 Nonregulatory Guidance of the Public Charter Schools Program of the U.S. Department of Education. For a copy of this document, which clearly spells out admis-

sion and lottery requirements, please visit: <http://www.uscharterschools.org/pdf/fr/cspguidance04.pdf>.

## **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 66 percent of the money that funds K–12 education in Wisconsin comes from state funds raised primarily through state income and

sales taxes. The remaining 34 percent 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. These non-school board sponsored/independent charter schools are funded from a proportionate reduction in state school aids from all 425 school districts. For the 2006–2007 school year, the amount is \$7,669 per pupil for the independent charter schools and is paid directly to the operator of charter schools. 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.

## **Grants**

Since 1996, the Wisconsin DPI has received Public Charter Schools Program grants from the U.S. Department of Education. In 1996, the DPI received a three-year grant for more than \$6.4 million. In 1999, the amount received was more than \$8.75 million for three years, and for the years 2002–2005, more than \$27.7 million was awarded. The DPI has been authorized to receive \$52.5 million for the 2005–2008 three-year period. Ninety-five percent of the grant funds are awarded in subgrants to charter schools.

These federal 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.

Public Charter Schools Program funds also provide for dissemination grants to successful established charter schools. Dissemination grant funds are awarded to charter schools that have been in operation for at least three consecutive years, demonstrate substantial progress in improving student academic achievement, have high levels of parental satisfaction, and are financially viable. The funds are used to develop a product or service to assist other schools in adapting the charter school's program or certain aspects of it.

## **Accountability**

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

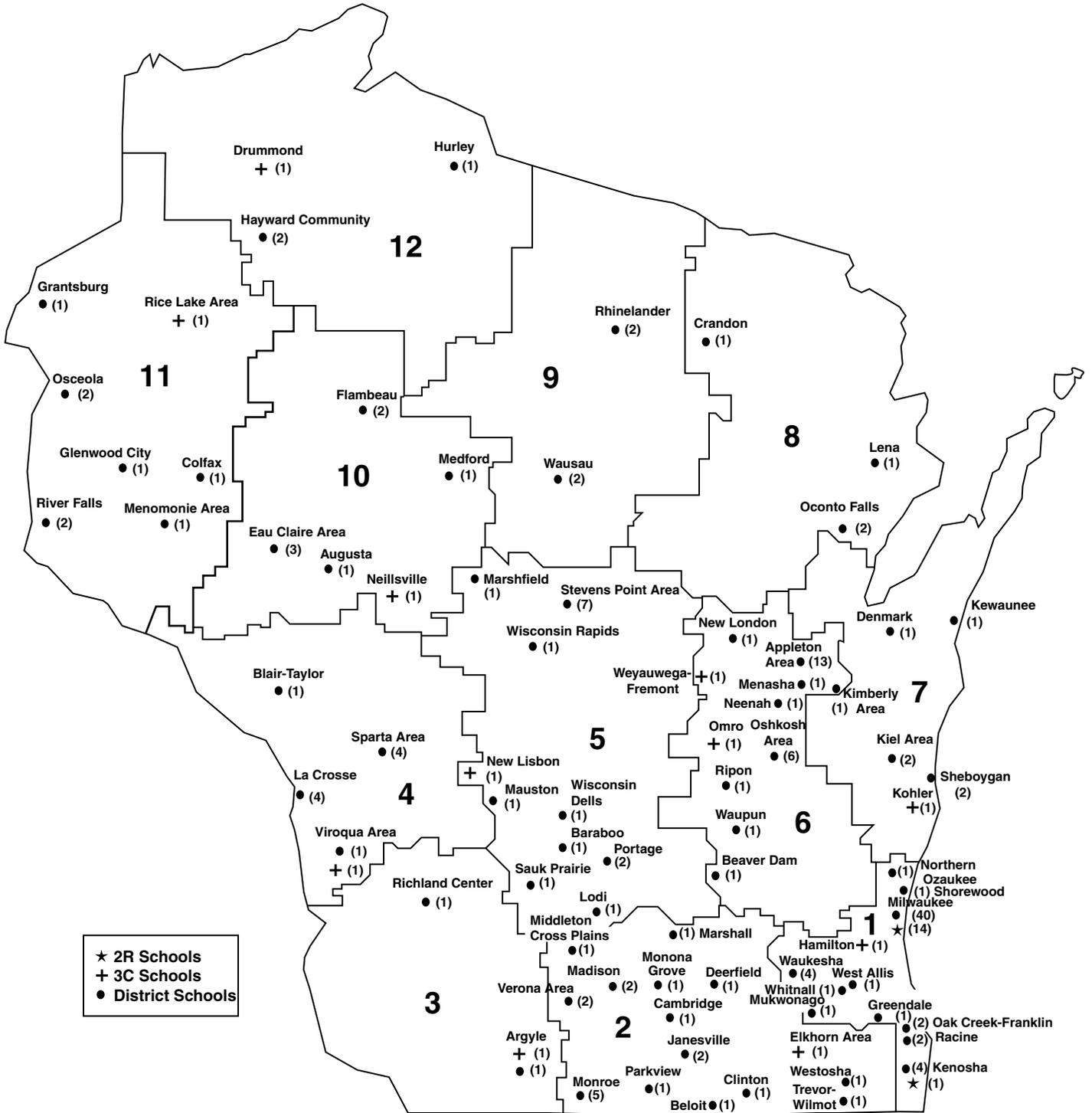
are held accountable for reporting the achievement of the high academic standards described in their charters. A charter school that fails to meet these standards risks being closed by its chartering agency; hence the motto of charter schools—“autonomy for accountability.”

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 contract. These charter contracts call for regular reports to the developer and are in place prior to the opening of the school.



# Wisconsin Charter Schools by Location 2006-2007



(Grouped by CESA Districts)

CESA: Cooperative Educational Service Agencies





# 2

# Wisconsin Charter Schools

*(Alphabetized by location and then by chartering authority)*

**\* New Charter Schools Opened in 2006**

1. Appleton, Appleton Community Learning Center
2. Appleton, Appleton eSchool
3. Appleton, Appleton Public Montessori
4. Appleton, Central Alternative High School
5. Appleton, Classical Charter School
6. Appleton, Dan Spalding Academy
- 7. Appleton, Foster (Stephen) Elementary School\***
8. Appleton, Fox River Academy
9. Appleton, Odyssey-Magellan Charter School
10. Appleton, Renaissance School for the Arts
11. Appleton, Tesla Engineering Charter School
12. Appleton, Valley New School
13. Appleton, Wisconsin Connections Academy
14. Argyle, Argyle Land Ethic Academy (ALEA)
15. Argyle, Lafayette County Community Charter School
16. Augusta, Wildlands Science Research Charter School
- 17. Baraboo, Baraboo Hills Elementary School\***
18. Beaver Dam, Beaver Dam Charter School
19. Beloit, Synectics Middle School
20. Blair-Taylor, School of Science, Engineering and Technology (SoSET)
21. Cambridge, JEDI Virtual High School
- 22. Central Westosha UHS, Central Charter School\***
23. Clinton, Language Instruction for Tomorrow (LIFT) Charter School
24. Colfax, Academic Center—High School
25. Crandon, Crandon Alternative Resource School
26. Deerfield, Life Education and Preparation Program (LEAPP)
27. Denmark, Denmark Empowerment Charter School
28. Drummond, Ascend Academy
29. Eau Claire, Chippewa Valley Montessori Charter School
30. Eau Claire, Chippewa Valley Technology Charter School
31. Eau Claire, McKinley Charter School
32. Elkhorn, Walworth County Educational Consortium Alternative High School
33. Flambeau, Flambeau Charter School
- 34. Flambeau, Whitetail Academy Charter School\***
35. Glenwood City, Transitional Skills Center
36. Grantsburg, Grantsburg Virtual School
37. Greendale, Time 4 Learning Charter School
38. Hamilton, Passage Middle School, Wauwatosa
39. Hayward, Hayward Center for Individualized Learning
40. Hayward, Waadookodaading
41. Hurley, Dr. Joseph Lalich Charter School
42. Janesville, Janesville Academy for International Studies
43. Janesville, Rock River Charter School
44. Kenosha, Brompton School

45. Kenosha, Dimensions of Learning Academy
- 46. Kenosha, Kenosha eSchool\***
47. Kenosha, Paideia Academy
48. Kenosha, University of Wisconsin–Parkside, The 21st Century Preparatory School
49. Kewaunee, Lakeshore Alternative High School
50. Kiel, Kiel eSchool
51. Kiel, Meeme LEADS Charter School
52. Kimberly, Caring Opportunities for Recovery Education (CORE)
53. Kohler, Northeast Wisconsin Online Charter School
54. La Crosse, Coulee Montessori
55. La Crosse, La Crossroads High School
56. La Crosse, School of Technology and Arts
57. La Crosse, School of Technology and Arts II
58. Lena, LEARN Charter School
59. Lodi, Lodi Charter School
60. Madison, James C. Wright Middle School
61. Madison, Nuestro Mundo Community School
62. Marshall, Fifth Dimension
- 63. Marshfield, Marshfield Human Services Academy Charter School\***
64. Mauston, Mauston Alternative Resource School
65. Medford, Rural Virtual Academy
66. Menasha, Chance II Charter School
67. Menomonie, Lucas Charter School
68. Middleton–Cross Plains, Middleton Alternative Senior High
69. City of Milwaukee, Academy of Learning and Leadership
70. City of Milwaukee, Central City Cyberschool
71. City of Milwaukee, Darrell L. Hines College Preparatory Academy of Excellence
72. City of Milwaukee, Downtown Montessori Academy
73. City of Milwaukee, Maasai Institute
74. Milwaukee, Academia de Lenguaje y Bellas Artes
75. Milwaukee, Advanced Language and Academic Studies
76. Milwaukee, The Alliance School
77. Milwaukee, Audubon Technology and Communication Center
78. Milwaukee, Aurora Weier Early College Bilingual High School
79. Milwaukee, Bruce Guadalupe Community School
80. Milwaukee, Carter School of Excellence
81. Milwaukee, CITIES Project High School
82. Milwaukee, Community High School
- 83. Milwaukee, Downtown Institute of Arts and Letters\***
84. Milwaukee, Fairview School
85. Milwaukee, Fritsche Middle School
86. Milwaukee, Genesis High School
87. Milwaukee, Highland Community School
88. Milwaukee, Hmong American Peace Academy (HAPA)
89. Milwaukee, Honey Creek Continuous Progress Elementary School
90. Milwaukee, Humboldt Park K–8 School
91. Milwaukee, I.D.E.A.L. Charter School
- 92. Milwaukee, Kosciuszko Middle Montessori School\***
93. Milwaukee, La Causa Charter School
94. Milwaukee, Malcolm X Academy
95. Milwaukee, Milwaukee Academy of Aviation, Science & Technology
96. Milwaukee, Milwaukee Leadership Training Center
97. Milwaukee, Milwaukee Learning Laboratory and Institute
98. Milwaukee, Milwaukee School of Entrepreneurship
99. Milwaukee, Next Door Charter School
100. Milwaukee, Northern Star School
101. Milwaukee, Preparatory School for Global Leadership
102. Milwaukee, Professional Learning Institute

103. Milwaukee, Siefert Elementary School
104. Milwaukee, Truth Institute for Leadership and Service
105. Milwaukee, Veritas High School
106. Milwaukee, Walker International Middle School
107. Milwaukee, W.E.B. Du Bois High School
108. Milwaukee, Westside Academy I/II
109. Milwaukee, Whittier Elementary School
110. Milwaukee, Wings Academy
111. Milwaukee, Wisconsin Career Academy
112. University of Wisconsin–Milwaukee, Capitol West Academy
113. University of Wisconsin–Milwaukee, Inland Seas School of Expeditionary Learning
114. University of Wisconsin–Milwaukee, Milwaukee Academy of Science
115. University of Wisconsin–Milwaukee, Milwaukee College Preparatory School
116. University of Wisconsin–Milwaukee, School for Early Development and Achievement
117. University of Wisconsin–Milwaukee, Tenor High School
118. University of Wisconsin–Milwaukee, Milwaukee Urban League Academy of Business and Economics
119. University of Wisconsin–Milwaukee, Woodlands School
120. University of Wisconsin–Milwaukee, YMCA Young Leaders Academy
121. Monona Grove, Monona Grove Alternative High School
- 122. Monroe, Abraham Lincoln Accelerated Learning Academy\***
123. Monroe, Monroe Alternative Charter School
124. Monroe, Monroe Alternative Middle School
125. Monroe, Monroe Independent Education Charter High School
- 126. Monroe, Monroe Virtual Charter School\***
127. Mukwonago, Eagleville Elementary Charter School
128. Neenah, Alliance Charter Elementary
129. Neillsville, Clark County Charter School
130. New Lisbon, Juneau County Charter School
131. New London, Challenging All Students to Learn Effectively (CASTLE)
132. Northern Ozaukee, The Wisconsin Virtual Academy
133. Oak Creek–Franklin, Connects Learning Center
- 134. Oak Creek–Franklin, Early Learning Academy\***
135. Oconto Falls, Falls Alternative Learning Site
136. Oconto Falls, Spruce School
- 137. Osceola, Osceola Career Charter School\***
- 138. Osceola, Osceola Charter Preschool**
139. Oshkosh, Accelerated Alternative Learning Program School
140. Oshkosh, EAA Charter School
141. Oshkosh, East High School
142. Oshkosh, Journeys School
- 143. Oshkosh, Merrill Elementary Healthy Living Charter\***
144. Oshkosh, Oakwood Environmental Education Charter School
145. Parkview, Parkview Charter School
146. Portage, Portage Academy of Achievement
147. Portage, River Crossing Environmental Charter School
148. Racine, McKinley Middle Charter School
149. Racine, REAL School
150. Rhinelander, Northwoods Community Elementary School
151. Rhinelander, Northwoods Community Secondary School
152. Rice Lake, Barron County Alternative School
153. Richland Center, Comprehensive Learning Center
- 154. Ripon, Ripon Exploration and Application Charter High School\***
155. River Falls, Renaissance Charter Academy
156. River Falls, River Falls Public Montessori Academy
- 157. Sauk Prairie, Merrimac Community Charter School\***

158. Sheboygan, Riverview Academy Charter School
- 159. Sheboygan, Washington School for Comprehensive Literacy\***
160. Shorewood, New Horizons for Learning
161. Sparta, Lakeview Montessori School
162. Sparta, Sparta Area Independent Learning School (SAILS)
163. Sparta, Sparta Charter Preschool
164. Sparta, Sparta High Point School
165. Stevens Point, Concerned About Reaching Everyone (CARE)
166. Stevens Point, Jefferson School for the Arts
167. Stevens Point, McDill Academies
168. Stevens Point, McKinley Center
169. Stevens Point, Roosevelt IDEA School
170. Stevens Point, Washington Service-Learning Center
171. Stevens Point, Wisconsin River Academy
172. Trevor–Wilmot, Bright Horizons
173. Verona, Core Knowledge Charter School
174. Verona, New Century School
175. Viroqua, Laurel High School
176. Viroqua, Vernon County Area Better Futures High School
177. Waukesha, Harvey Philip Alternative Charter School
178. Waukesha, iQ Academies at Wisconsin
179. Waukesha, Project Change Alternative Recovery School
180. Waukesha, Waukesha Academy of Health Professions
181. Waupun, Waupun Alternative High School
182. Wausau, New Horizons Charter School
183. Wausau, Wausau Area Montessori School
184. West Allis–West Milwaukee, Academy of Learning—21<sup>st</sup> Century Skills Model
185. Weyauwega–Fremont, Waupaca County Charter School
- 186. Whitnall, Collaborating On Readiness Education for 4 Year Olds\***
187. Wisconsin Dells, Kilbourn Academy
188. Wisconsin Rapids, Central Cities Health Institute

Note: Milwaukee Expressions School of the Arts and Milwaukee School of Humanities, both authorized by Milwaukee Public Schools, were charter schools open during the 2006–2007 school year but closed prior to the printing of this yearbook. The descriptions of these schools are not included.





## Appleton Area School District

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P.O. Box 2019 • Appleton, WI 54912-2019  
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Est. 2000

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### 1. Appleton, Appleton Community Learning Center

The Appleton Community Learning Center is a developmentally responsive charter school for middle school adolescents in grades 7 and 8, 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 on any 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.

### 2. Appleton, Appleton eSchool

Est. 2002

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Appleton eSchool, an online charter high school, uses the potential that computers and the Internet offer to extend educational opportunities for students and to further develop their capabilities as independent learners. Appleton eSchool uses new and emerging technologies, an engaging standards-driven curriculum, and experienced local teachers to provide high-quality online high school course options for students in grades 9–12. Frequent student/teacher communication provides the level of support needed to meet the individual needs of the online learner.

Students consistently report that one of the most appealing features of online learning is the flexible learning environment. Web-based courses are available 24 hours a day, 7 days a week from wherever there is Internet access. Whether a student is seeking to fit an extra course into his or her schedule, work on an online course on campus, or study entirely from home, online courses offer flexible learning opportunities not previously available. The online course options appeal to a broad cross section of the local student population with vastly diverse reasons for seeking this type of experience. Special efforts are made to attract those students whose needs have not been met or are not currently being met for whatever reason in the traditional school environment.

### **3. Appleton, Appleton Public Montessori**

Est. 2005

Dom Ferrito  
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Appleton Public Montessori (APM) is a parent-initiated, community-supported charter school offering an authentic Montessori experience, incorporating:

- A prepared environment consisting of specific, hands-on, sequential materials and curricula created by Dr. Maria Montessori and trained Montessori educators
- Multiage classrooms divided into three-year spans (representing grades 1–3 and 4–6) based on developmental windows, rather than single-year grade levels
- A child-centered approach allowing each child to form his or her own instructional plans—to select work and concentrate on it for up to three hours in order to master concepts at his or her own pace rather than moving through textbook chapters, which engages children as active participants in their own educational process and fosters independence, self-confidence, and love of learning as well as academic progress
- Active involvement of children, parents, and community members and organizations in learning opportunities, both inside and outside of the school building, and in partnership with the school
- Integrated instruction in world languages and incorporation of art and music exposure and instruction
- Outdoor classrooms/gardens designed and created with significant student participation

Housed within Johnston Elementary School, APM opened to all Appleton-area elementary students entering grades 1–6. The school initially enrolled approximately 50 to 60 students in two classrooms; future expansion will be planned based on the needs of area students and available space. It is anticipated that enrollment may increase to 120 elementary students when the school is fully operational.

### **4. Appleton, Central Alternative High School**

Est. 1996

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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

Constance Ford  
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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, Dan Spalding Academy

Est. 2004

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The Dan Spalding Academy Charter School for Expelled/Withdrawn Students was developed during the 2003–2004 school year. This school provides a safe, structured environment for up to 15 middle and high school students who have been expelled or have withdrawn from their home schools.

The goal of providing post-expulsion services is to assist secondary students in advancing their school and social skills while under expulsion orders and/or withdrawal agreements. These students have the opportunity to work on academic growth, behavioral issues related to the complexities of their at-risk behaviors, and affective needs in an alternative school setting with a low student-to-staff ratio. Students gain credits toward graduation and meet district and state standards. School staff work closely with students, parents, and administrators to ensure that students successfully transition back to their home schools at the end of the expulsion or withdrawal.

Post-expulsion services available to students who have been excluded from their traditional educational program placement include:

- an individualized plan for each withdrawn or expelled student
- referral and access to social services such as anger management and alcohol and/or other drug abuse counseling
- an Internet-based curriculum for academic credit and skill advancement
- individual tutoring
- highly trained and experienced staff
- parent outreach
- linkages between school, community agencies, and workplaces
- intensive counseling and monitoring

## 7. Appleton, Foster (Stephen) Elementary School\*

Est. 2006

Judith Baseman  
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Foster (Stephen) Elementary School is a small urban school in the Appleton Area School District that serves 250 diverse and mainly low-income students in kindergarten through sixth grade. Foster Elementary School is designed to empower students to become self-directed and lifelong learners and to assist parents to learn themselves while helping their children. The school’s decision-making model promotes collaboration. Parents, community members, and staff members work side by side to shape programs and policies.

Foster Elementary School follows the Alliance for Achievement (AFA; from the Academic Development Institute) teaching method, which has a 20-year research base. In the AFA method, teachers plan units based on state and district learning standards for students at their grade level rather than on the progression of the textbook teacher’s guides.

Foster’s major goal with AFA is differentiated instruction: the teacher meets the students where they are and moves them along according to their

needs. The instructor teaches each student at the prerequisite, target, or enhanced level on the basis of each student's score for each objective. The prerequisite level is very intensive instruction in order to get the student ready to learn the objective, the target level is general instruction to master the objective, and the enhanced level extends the objective because the student has already obtained mastery. At the end of the unit, the teacher tests the students on the unit objectives and analyzes the results in order to direct or redirect their instruction in the future. Teachers have prepared criteria for mastery of each objective in the unit and are able to assess which students have mastered which skills and where more intensive instruction is needed.

Foster uses an online assessment system, the Measures of Academic Progress (through the Northwest Evaluation Association), which allows access to students' progress in reading, language, and math from fall to spring. With this assessment system, as well as with the teacher-designed pre- and posttests for units, the results guide the teachers' instruction. Teachers meet with students for the purpose of setting individual performance goals and assessing progress toward their goals each quarter.

Foster Elementary School includes a parent involvement and educational program called Solid Foundation, provided by the Academic Development Institute. Foster has developed and implemented a School Community Council, which consists of parents, teachers, and community members and oversees many aspects of the school community, such as discipline programs, student-led parent conferences, homework policies, family events to promote learning, and parent education courses. The Charter School Advisory Council meets once per month to coordinate all aspects of Foster Elementary School and includes instructional team leaders, community members, and 16 representative parents.

## **8. Appleton, Fox River Academy**

**Est. 2005**

Sandy Vander Velden  
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The Fox River Academy is a multiage environmental "green school" located in the Appleton Area School District. The Fox River Academy focuses on the environmental, historical, cultural, and economic importance of the Fox River. Students receive instruction integrating all core subject areas using the Fox River and its watershed as an anchor for learning.

The school is designed for approximately 75 students in grades 3–8. In the 2005–2006 school year, students are working in two multiage classes divided into grades 3–4 and grades 5–6. In the 2006–2007 school year, a grades 7–8 classroom was added.

Students who benefit from the school are those who require hands-on, experiential learning opportunities, retrieve information through deliberate curricular connections, need to be challenged by inquiry learning, and have a highly developed natural intelligence.

The purpose of the Fox River Academy is to provide relevant instruction through hands-on, real-world experiences relating to the students' place in the community and environment, for the betterment and understanding of their home in the Fox River Valley.

## 9. Appleton, Odyssey-Magellan Charter School

Est. 2000

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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 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.

## 10. Appleton, Renaissance School for the Arts

Est. 2000

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The Renaissance School for the Arts (RSA) provides students in grades 9–12 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.

## 11. Appleton, Tesla Engineering Charter School

Est. 2002

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The Appleton Area School District has taken the first step toward providing a new approach through a charter school that emphasizes 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, the FIRST robotic competition (a national competition), and work-based learning, as well as 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. Now, Tesla serves students in grades 9–12. This school allows students to move seamlessly from high school to the world of work or postsecondary education.

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

## 12. Appleton, Valley New School

Est. 2003

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The mission of the Valley New School is to create a learning community that empowers individuals to become purposeful adults.

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. The Valley New School provides students with 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.

The 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 develop their own learning experiences based on their interests and passions. As they plan their comprehensive research projects, students work with their parents and advisors to align their project goals with state and local academic standards. At the conclusion of their projects, students present their findings to various evaluators and are 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 engage in an intensive senior project (approximately 300–400 hours) and 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.
2. School staff. Advisors and staff at VNS reflect the school philosophy by acting as the owners/managers of the school.
3. Parents and community. Parents and community members are encouraged to play an essential role in the VNS model.

## 13. Appleton, Wisconsin Connections Academy

Est. 2002

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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 grades 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, 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 messaging, and discussion forums is used to enhance communication among 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.



## Argyle School District

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608-543-3318

Est. 2004

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State Road 78 N, P.O. Box 256  
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### 14. Argyle, Argyle Land Ethic Academy (ALEA)

The Argyle Land Ethic Academy provides an enriching project-based structure for high school students (grades 9–12) to develop and lead natural resource projects in meeting their academic goals. Students explore how principles such as climate, symbiosis, succession, niche, population, and community apply to the natural resource heritage of Argyle and its surrounding habitats.

Organized by a student learning plan, each charter school student proposes and follows through on natural resource projects. Integrative across subject areas, these natural resource projects, along with other research-based strategies, incorporate advanced and/or basic skills aligned with Wisconsin State Standards. Through the guidance and instruction of Argyle Land Ethic Academy faculty, and, moreover, through partnering with experts in the field, each student's project provides an opportunity to explore a natural resource area in depth, while gaining important subject-area competencies.

Committed to civic responsibility, charter school students learn to build projects that balance the rights of individuals with the natural resource rights of place within the larger civic order. Because these projects are relevant to the community, and because students engage family, friends, and neighbors, an audience of accountability is created, exerting favorable pressure on student skills and abilities. Projects can include monitoring water quality on the nearby Pecatonica River and Yellowstone Lake, participating in long-term studies of local wildlife areas, or designing and creating sites to help with both runoff and aesthetics. Projects involve community members, local professionals, and other students and staff, thereby benefiting not just the charter school students, but also the community.

### 15. Argyle, Lafayette County Community Charter School

Est. 2003

Gary Baxter  
1300 Industrial Drive  
Fennimore, WI 53809-9702  
608-822-3276 ext. 255  
gbaxter@cesa3.k12.wi.us

The Lafayette County Community Charter School serves students from the Argyle, Benton, Darlington, and Pecatonica School Districts. The Argyle School District 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 and engaging curricula, and program flexibility. The school's education program uses a project-based, experiential curricula and individualized instruction. Instructors 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.



**Augusta Area School District**

Stephen La Fave  
E19320 Bartig Road • Augusta, WI 54722  
715-286-3300

**16. Augusta, Wildlands Science Research Charter School**

Est. 2005

Paul Tweed  
E19320 Bartig Road  
Augusta, WI 54722  
715-877-2292  
tweedpau@augusta.k12.wi.us

Wildlands Science Research Charter School provides students with the opportunity to learn in a project-based research atmosphere. It is a multi-generational community of learners focusing on locally relevant topics as vehicles for educational growth and achievement. The school is an instrumentality of the Augusta Area School District and administered by a board of directors and the charter school faculty. The curriculum is constructive in its approach to learning and integrated with local science research and monitoring projects. Students are engaged in learning through projects in the context of the natural world. They have facilities at their disposal including a new state-of-the-art science and computer lab, a mobile lab facility, a lake lab facility, and more than 700 acres of land associated with Beaver Creek Reserve for field studies. The school serves students in grades 7–12, with an initial focus on grades 7–8 and 11–12 for the first phase of development. The school is connected to an existing network of agencies, community groups, and businesses for support, mentoring, and resources. The nonprofit Beaver Creek Citizen Science Center partners with the school for facilities and networking support. Along with project-based learning, students have an opportunity to grow academically through development assessment, personal learning plans, state standards integration, remediation opportunities, internships, work, and skill-based learning.

The instructional vision of the school is rooted in more than a decade of success working with students in the field through existing courses at Augusta High School. The school will conduct regular assessments of student progress and program effectiveness to guide program revision and improvement.



**Baraboo School District**

Lance Alwin  
101 Second Avenue • Baraboo, WI 53913  
608-355-3950

**17. Baraboo, Baraboo Hills Elementary School\***

Est. 2006

Molly Fitzgerald  
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Baraboo, WI 53913  
608-963-1217  
mfitzgerald@baraboo.k12.wi.us

Baraboo Hills Elementary School (BHES) is a parent-driven school collaborating with the Baraboo School District to nurture and develop the whole child and strengthen the bond between children, their parents, and the Baraboo community.

BHES serves all interested children in Baraboo and the surrounding communities in grades K–5, using a selected holistic curriculum that fuses elements of progressive education, Waldorf, Montessori, and project-based learning with a developmentally appropriate teaching approach. Key elements of this integrated curriculum include multiage classes, early instruction in foreign language and music, environmental education, and community service.

A highlight of the school is its healthy lunch program (sponsored by two local businesses, Pierce’s Supermarket and Java Cafe). The school weaves its focus of building a healthy and active lifestyle throughout the entire cur-

riculum. Significant parental involvement is encouraged in everything from fund-raising to classroom remodeling to administrative functions.

BHES strives to honor the whole child through a creative, integrated, and hands-on learning experience that connects the students to their local and global communities. A high level of academic performance is achieved by combining academics, skills, arts, and movement to bring about integration, which instills compassion, flexible thinking, and creativity in the student.



### Beaver Dam School District

Donald Childs  
705 McKinley Street • Beaver Dam, WI 53916-1941  
920-885-7309

## 18. Beaver Dam, Beaver Dam Charter School

Est. 1995

Martha Hyke  
400 East Burnett Street  
Beaver Dam, WI 53916-1902  
920-885-7312  
hykem@beaverdam.k12.wi.us

Beaver Dam Charter School is a district-initiated school, serving up to 150 at-risk students in grades 6–12. 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.



### Beloit School District

Lowell Holtz  
1633 Keeler Avenue • Beloit, WI 53511-4799  
608-361-4017

## 19. Beloit, Synectics Middle School

Est. 2003

Margaret Thomas  
1859 Northgate Drive  
Beloit, WI 53511-2699  
608-361-3632  
608-361-3961  
mathomas@sdb.k12.wi.us

Synectics serves sixth through eighth graders in multiage classrooms. *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 are 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 evaluates the problems in the content areas of math, science, social studies, and language arts. A laptop computer is provided to each student for research and project presentation and to create an electronic portfolio of work. Each student is required to maintain a webpage. The website is located at [www.sdb.k12.wi.us/synectics](http://www.sdb.k12.wi.us/synectics). Mentors from Beloit College, the University of Wisconsin-Whitewater, and several local businesses help students find solutions to their problems. Elective courses in non-core areas are

available for students. An after-school program is available for continued exploration in advanced subject areas of interest.



**Blair–Taylor School District**

Guy O. Leavitt  
P.O. Box 125 • Blair, WI 54616  
608-989-2881

## 20. Blair–Taylor, School of Science, Engineering and Technology (SoSET)

Est. 2004

Connie Biedron  
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Blair, WI 54616  
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biedrc@btsd.k12.wi.us

The vision of the School of Science, Engineering and Technology (SoSET) is to provide equal opportunity for all children to be involved in an innovative approach to their own learning. Each student develops an intrinsic sense of responsibility with guidance from family, community, and school.

The Blair–Taylor School District implemented SoSET to provide for the unique needs of individual learners in grades 3–6 in the fall of 2004. Early learning opportunities were provided through the expansion of the charter school to grades K–2 in the fall of 2005. Use of a multiage structure enhances learning opportunities for students of all ability levels.

SoSET provides a stimulating, nurturing, and innovative educational and social atmosphere. Students receive differentiated instruction in the core academic subject areas through a thematically based curriculum, which is focused on science, engineering, and technology. Units emphasize interdisciplinary integration of subject matter, problem-based learning experiences, student-centered instruction, hands-on learning strategies, constructivist approaches, and self-directed learning. Assessment of learning is project- and performance-based. Rubrics and benchmarks are used in place of letter grades. Student self-assessment is an integral part of the evaluation process.

The school is designed to implement innovative methods essential to the development of the student’s intellectual, physical, emotional, and social needs, while being sensitive to the unique qualities that each individual brings with her or him. Emphasis is on providing a sense of community by involving families and instilling in students a concern for others and the environment.



**Cambridge School District**

Ronald Dayton  
403 Church Street • Cambridge, WI 53523-9547  
608-423-4345

## 21. Cambridge, JEDI Virtual High School

Est. 2005

Elaine Plank  
925 Lexington Blvd.  
Fort Atkinson, WI 53538  
920-563-8306  
eplank@jedi.k12.wi.us

JEDI Virtual High School harnesses the power of anytime, anyplace delivery of classes for students using emerging technologies. There are three key components that differentiate JEDI Virtual High School from existing Wisconsin virtual schools:

- Each student meets with a certified counselor to develop a personal education plan.
- Each student is assigned a learning coach to guide the student on a daily basis. The coach is under the direction of a certified JEDI

teacher and lives in close proximity to the student in order to maintain personal contact.

- Asynchronous virtual courses are created and taught by master teachers from within the JEDI network consortium. Students may either take the courses in real time or access all or parts of them as they are archived on the JEDI Virtual High School server.

Most students in the high school come from member districts. It is expected that membership will increase as JEDI services grow and improve. Students who have learning styles that align with the flexibility of asynchronous virtual offerings will be attracted to the school. Additionally, credit-deficient students will be able to move through courses throughout the year at their own pace. Gifted students will be able to take courses for dual credit with technical schools and universities. Students who cannot come to school due to disciplinary reasons, medical reasons, or school phobic conditions can attend virtually and earn a high school diploma.



**Central Westosha  
UHS District**

Douglas Potter  
24617 – 75th Street • Salem, WI 53168  
262-843-4211

**Est. 2006**

Randi Kubek  
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Salem, WI 53168  
262-843-2321  
KUBEK@westosha.k12.wi.us

## **22. Central Westosha UHS, Central Charter School\***

The mission of Central Charter School is to maximize the learning experiences of students so that they become enterprising lifelong learners, fair-minded citizens, and productive contributors to their local communities and the larger world.

Central Charter School provides students with nontraditional learning so that they can meet their high school requirements. An individualized learning plan is designed and agreed to by the student, the student's family, and the lead teacher of the school. Central Charter School requires students to take responsibility for their own learning and to assume an active role in their education.

Central Charter School is based on the educational philosophies and instructional practices used for independent learners and project-based and place-based learning. Students are immersed in a curriculum based on the education and career interests of the student. Each student meets with a counselor, a teacher, a job/project mentor, and their parents to develop an individual educational plan addressing the student's educational and career goals.

This is a school that allows students to gain high school and college credit for experiences outside the school walls and outside the district curriculum.



**Clinton Community School District**

Rebecca A. Nodorf  
112 Milwaukee Road, P.O. Box 566 • Clinton, WI 53525-0566  
608-676-5482

**23. Clinton, Language Instruction for Tomorrow (LIFT) Charter School**

Est. 2004

Joseph Bellante  
301 East Street  
Clinton, WI 53525-9465  
608-676-2211  
jobellante@clintonwisch.com

The LIFT school program was designed to meet the changing needs of the Clinton community. As a rural district with many new families speaking Spanish, it was determined by the planning committee that a proactive approach to the maintenance of a community could be accomplished, in part, with a dual-language school program.

The vision for the LIFT school was created in partnership with all of the early learning programs of the school and community: home-based day care, parents, community preschool, and the district’s early childhood, four-year-old kindergarten, kindergarten, and first grade programs. Each program, whether public or private, is committed to the overall philosophy of quality learning environments that pursue this philosophy through its specific instructional features.

The LIFT school program provides English-speaking and Spanish-speaking students and their families opportunities to participate in a dual-language learning community that will grow with students through their elementary education. LIFT partners with community programs such as Many Voices, One Community (adult ESL services), the public library, Head Start, and a YMCA preschool to give students and Spanish-speaking families the opportunity to learn English and access community resources.

Students began the LIFT program in 2004 in four-year-old kindergarten and kindergarten. The school will expand each year through fifth grade as these students advance. A governance council comprised of school, community, agency, and parent members operate the charter school. A lead teacher, combined with a team approach of all staff members, performs the day-to-day governance.



**Colfax School District**

Dennis C. Geissler  
601 University Avenue • Colfax, WI 54730-9773  
715-962-3773

**24. Colfax, Academic Center — High School**

Est. 1998

John Dachel  
601 University Avenue  
Colfax, WI 54730  
715-962-3155  
dachel@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.



**Crandon School District**

Richard C. Peters  
9750 US Highway 8 West • Crandon, WI 54520-8499  
715-478-3339

**Est. 2000**

John Gruber  
9750 US Highway 8 West  
Crandon, WI 54520-8499  
715-478-3713  
grubejoh@crandon.k12.wi.us

**25. Crandon, Crandon Alternative Resource School**

The Crandon Alternative Resource School is an innovative educational program designed to serve at-risk students in grades 7–12 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 Crandon School District. 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 school 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.



**Deerfield Community School District**

Michelle Jensen  
300 Simonson Boulevard • Deerfield, WI 53531-9543  
608-764-5431, ext. 3172

**Est. 1996**

Barbara Callahan  
300 Simonson Boulevard  
Deerfield, WI 53531-9543  
608-764-5431  
callahanb@deerfield.k12.wi.us

**26. Deerfield, Life Education and Preparation Program (LEAPP)**

The Life Education and Preparation Program (LEAPP) currently serves 15 students in grades 9–12, 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 recognize 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 school, with assistance from the social worker, counselor, and support staff at the high school.



**Denmark School District**

Tony Klaubauf  
450 North Wall Street • Denmark, WI 54208-9416  
920-863-2176

Est. 2001

Steve Pasono  
450 North Wall Street  
Denmark, WI 54208-9416  
920-863-3450  
pasonos@denmark.k12.wi.us

**27. Denmark, Denmark Empowerment Charter School**

The Denmark Empowerment Charter School (DECS) received its charter in December 2000 and serves 12 to 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.



**Drummond Area School District**

Henry Lamkin  
P.O. Box 40 • Drummond, WI 54832-0040  
715-739-6669, ext. 100

Est. 2001

Al Gillberg  
P.O. Box 40  
Drummond, WI 54832-0040  
715-739-6231  
agillberg@logger.dasd.k12.wi.us

**28. Drummond, Ascend Academy**

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 an 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.



**Eau Claire Area  
School District**

William Klaus  
500 Main Street • Eau Claire, WI 54701-3770  
715-852-3002

**Est. 2002**

Bonnie Shaw  
400 Cameron Street  
Eau Claire, WI 54703-5101  
715-852-3101  
bshaw@ecasd.k12.wi.us

### **29. Eau Claire, Chippewa Valley Montessori Charter School**

The mission of the Chippewa Valley Montessori Charter School is to provide an opportunity for area elementary students to learn, using Montessori principles of education. Students 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 multiage 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 Chippewa Valley Montessori Charter School has the following goals:

- to provide high-quality Montessori education to area students in grades K–5
- 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

### **30. Eau Claire, Chippewa Valley Technology Charter School**

**Est. 1999**

Robert Scidmore  
400 Cameron Street  
Eau Claire, WI 54703-5101  
715-852-3101  
rscidmore@ecasd.k12.wi.us

The mission of the Chippewa Valley Technology Charter School is to empower capable high school students in grades 9–12 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 school 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.

### 31. Eau Claire, McKinley Charter School

Est. 1996

Pete Riley  
1266 McKinley Road  
Eau Claire, WI 54703-2220  
715-852-6900  
priley@ecasd.k12.wi.us

McKinley Charter School opened in April 1996. The mission of the charter school is to educate students for responsible behavior in their home, school, and community.

McKinley Charter School serves students from the Eau Claire and Altoona school districts and offers an open door back to education. The school meets students where they are and helps them move forward academically and behaviorally. The discipline model used is designed to foster self-control.

McKinley Charter School has five components. Each component serves a specific population and delivers a unique curriculum. Two components are located on-site. The Credit Component serves students in grades 6–12, and the Competency Component serves 17- to 20-year-old students. The third component is the Detention Center, located at the Eau Claire County Courthouse. This component provides educational services to students who are detained in the Northwest Regional Detention Center. The fourth component provides educational services to students under the age of 21 who have not completed a high school diploma and are housed in the Eau Claire County Jail. The fifth component is Homebound Services, provided to Eau Claire Area School District students who will be absent from school for 30 days or more.

McKinley Charter School serves approximately 260 students on-site per year. The school serves an additional 1,200 students per year from the off-site components.



#### Elkhorn Area School District

Gregory A. Wescott  
3 North Jackson Street • Elkhorn, WI 53121-1905  
262-723-3160

### 32. Elkhorn, Walworth County Educational Consortium Alternative High School

Est. 1999

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Elkhorn, WI 53121-2046  
262-741-8352  
hawverj@gtc.edu

The Walworth County Educational Consortium Alternative High School (WCEC) began operation in 1990 as a collaborative effort of the school districts of Delavan–Darien, Elkhorn, Lake Geneva, Walworth–Big Foot, and Williams Bay, along with Gateway Technical College. When the school was chartered in 1999, it expanded its existing alternative program for at-risk students in grades 11 and 12. The WCEC is located on the campus of Gateway Technical College in Elkhorn.



**Flambeau School District**

William I. Pfalzgraf  
P.O. Box 86 • Tony, WI 54563-0086  
715-532-3183

**Est. 2003**

Linda Michek  
N4540 County I  
Tony, WI 54563  
715-532-5559 ext. 227  
lmichek@flambeau.k12.wi.us

### **33. Flambeau, Flambeau Charter School**

The Flambeau Charter School, located in Tony, Wisconsin, was chartered on July 23, 2003, as an initiative of the Flambeau School District. 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.

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 school 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 post-secondary training.

### **34. Flambeau, Whitetail Academy Charter School\***

**Est. 2006**

Linda Michek  
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Tony, WI 54563  
715-532-5559 ext. 227  
lmichek@flambeau.k12.wi.us

The Whitetail Academy Charter School, located in Tony, Wisconsin, was chartered in June 2006 as an initiative of the School District of Flambeau. It is open to at-risk students in grades 9–12 who wish to pursue a high school diploma in an alternative setting.

The mission of the Whitetail Academy Charter School is to empower at-risk students to work on a self-paced curriculum and earn credit in a competency-based school rather than in a traditional semester system. Students may work toward completion of their high school diploma (24 credits) or use the Whitetail Academy Charter School to catch up to their peers and return to regular school. The Whitetail Academy is an off-campus alternative education school.

A highly qualified alternative education teacher is provided by the School District of Flambeau to facilitate the needs of the Whitetail Academy Charter School students. Each student has an Individualized Educational Plan (IEP) that seeks to meet his or her needs. The student, a parent or guardian, the teacher, and the guidance counselor meet on a regular basis to review and modify the IEP as needed. All students in the Whitetail Academy Charter School must seek and maintain a part-time job, in conjunction with the School-to-Work program.

The targeted population of the Whitetail Academy Charter School is made up of at-risk youth who are in need of some intervention in their educational plan in order to either graduate or make up lost credits. Students work at their own pace and are allowed to earn credit at an accelerated pace using a state-certified curriculum that is aligned with state standards and follows all No Child Left Behind (NCLB) mandates. Social skills, employability skills, and teen issues are also emphasized to help the at-risk students overcome the issues that interfere with their education. The school day and calendar allow for flexibility that is not part of the existing school calendar. The School District of Flambeau provides transportation for students in need of such service. Students from surrounding communities may apply for admission to the Whitetail Academy Charter School, provided there is room available.



**Glenwood City School District**

Timothy J. Emholtz  
 P.O. Box 339 • Glenwood City, WI 54013-0339  
 715-265-4757

**35. Glenwood City, Transitional Skills Center**

Est. 2000

Elizabeth Haltinner  
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 Glenwood City, WI 54013-0339  
 715-265-4266  
 haltibet@gcsd.k12.wi.us

The Transitional Skills Center of Glenwood City is designed for those students in grades 10–12 who have not found success in the regular high school. The center provides an environment that promotes academic, personal, and social skills; 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 are required to meet with students 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.



**Grantsburg School District**

Joni Burgin  
 480 East James Avenue • Grantsburg, WI 54840-7959  
 715-463-5499

**36. Grantsburg, Grantsburg Virtual School**

Est. 2004

Stan Marczak  
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 Grantsburg, WI 54840-7959  
 715-463-5165 ext. 158  
 smarc@grantsburg.k12.wi.us

In order to realize the goal of educating *every* student in the district, especially those who are home-schooled or credit-deficient, an alternative mode of learning was created. The Grantsburg Virtual School allows students to take control of their education and realize success. The vision of the school is success for everyone who desires to take virtual classes, ranging from the disenfranchised student who is credit-deficient and in danger of not graduating, to the average student who can become exceptional by creating his or her individualized program, to the gifted student who can earn national recognition in his or her areas of interest. Courses are aligned with Wisconsin standards, and mentors are available for assistance with course

work. The Grantsburg Virtual School is open to all students in grades 7–12, with expansion into the K–6 range anticipated in the future.

The main virtual classroom is located within Grantsburg High School, with smaller “pods” located throughout the district. Students can also access their courses at any time of day from their homes, public libraries, or anywhere with an Internet connection. Students participate in online courses taught by virtual teachers. In addition, students, with the assistance of mentors, create an individualized program of study in order to successfully meet graduation requirements set forward by the state and the district.



### **Greendale School District**

William H. Hughes  
5900 South 51st Street • Greendale, WI 53129-2699  
414-423-2700

**Est. 2003**

Theresa A. West  
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### **37. Greendale, Time 4 Learning Charter School**

The Time 4 Learning Charter School opened in September 2003 for 40 students. 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. During the second year, enrollment demands increased to 80 students and now the school serves all four-year-olds who want to attend the program, including Early Childhood students. 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 motor. The curriculum focuses on providing 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 self-confidence and other school-readiness skills. Each child’s social and personal skills are enhanced in a nurturing and creative school environment that builds the foundation for future school success. In order to better meet the needs of the community and ensure access to all students, Time 4 Learning operates out of two locations and has a wrap-around child-care program for 4-year-olds only.

In addition to a strong academic and social component for preschoolers, the Time 4 Learning Charter School provides a parent-education component that recognizes the important role of parents in providing the foundation for their child’s education. This component provides parents with many opportunities to assist their child in obtaining school-readiness skills. Parents can learn parenting and advocacy skills that help them support their children in the Greendale schools and access services within the metropolitan Milwaukee community.



**Hamilton School District**

Kathleen M. Cooke  
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262-246-1973

Est. 2000

Heidi Thuli  
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**38. Hamilton, Passage Middle School, Wauwatosa**

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. 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 students in grades 7–9 identified as severely disenfranchised, from multiple districts within CESA 1.



**Hayward Community School District**

Michael Cox  
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715-634-2619

Est. 2003

Kathryn Hexum  
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Hayward, WI 54843-0860  
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**39. Hayward, Hayward Center for Individualized Learning**

The Hayward Center for Individualized Learning (HACIL) is a nonsectarian charter school meeting Wisconsin’s charter school staff certification laws and administrative rules. It is a noninstrumentality of the Hayward Community School District. The Hayward Center for Individualized Learning is a year-round charter school that primarily targets 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 multi-site-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.

## 40. Hayward, Waadookodaading

Est. 2001

Cathy Begay  
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Waadookodaading opened September 17, 2001, serving 20 students in grades K–3, with plans to grow to K–12. Located near the beautiful Lac Courte Oreilles Ojibwe Reservation, the school serves students 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 develop 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.



**Hurley School  
District**

Christopher Patritto  
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715-561-4900, ext. 202

## 41. Hurley, Dr. Joseph Lalich Charter School

Est. 2000

Elizabeth Jorgensen  
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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 is to provide an enriching environment in which students 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 the work ethic and improves self-esteem. 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, teachers for the gifted and talented, special education teachers, and staff teaching specific charter classes.



**Janesville School District**

Thomas Evert  
527 South Franklin Street • Janesville, WI 53548-4779  
608-743-5050

Est. 2005

Donna Behn  
31 West Milwaukee Street  
Janesville, WI 53548  
608-314-1180  
dbehn@janesville.k12.wi.us

## 42. Janesville, Janesville Academy for International Studies

The School District of Janesville, in an attempt to address the needs of its students, expand the global understandings of its citizens, promote the study of international languages and business partnerships, and increase understanding of different cultures, societies, and economic structures, has created a new alternative charter high school in Janesville. The Janesville Academy for International Studies provides juniors and seniors from Janesville high schools the opportunity to apply critical inquiry and problem solving from one of three areas of concentration: (1) international business, (2) global issues, and (3) international languages. A one-year study allows students to complete an in-depth research project demonstrating proficiency in the information search process and twenty-first century learning skills. This school also provides an optional short-term international field study as a highlight of the yearlong experience. This may include a field experience where partnerships with the School District of Janesville already exist: Unna, Germany; Rosario, Argentina; Guadalajara, Mexico; Umea, Sweden; Bordeaux, France, and other sites in Canada, China, and former Soviet republics.

The Janesville Academy for International Studies school includes a student-generated, problem-based study that culminates in a research paper and juried presentation before a panel of selected educators, peers, and community members. The inquiry-based capstone project is conducted under the guidance of a student-selected mentor. Students utilize a research model developed by Professor Carol Kuhthau, Rutgers University, New Brunswick, New Jersey. Professor Kuhthau has worked with a team of district educators in identifying appropriate strategies in meeting these learning expectations.

Emphasis in research design focuses on the skillful use of technology. Too often there is a disconnect between the knowledge and skills students learn in school and the knowledge and skills they need in twenty-first century communities and workplaces. The School District of Janesville wants to close that gap. The Partnership for 21st Century Skills, a group of major business and education organizations, has developed strategies that encourage the development of curriculum and assessments that reflect twenty-first century realities. The Janesville Academy for International Studies has infused those technology-driven competencies into its instructional framework. Its working assumption is that in a digital world, students need to be able to use information and communication technologies for in-depth analysis, synthesis, and evaluation.

### 43. Janesville, Rock River Charter School

Est. 1998

Marge Hollenbeck  
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The Rock River Charter School serves 82 at-risk students on any given day. The students, in grades 9–12, are not finding success in the traditional school setting. The charter school is located in its own facility 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 school recognizes that not all students learn in the same way. Innovative curricula and delivery methods are used to reach all students. There are four programs available. The Alternative-At-Risk Program serves students in grades 9–12 with an integrated hands-on curriculum. The School Age Parent Program provides an education to school-age parents and pregnant teens. The E-Learning Program, a computer-assisted learning lab, assists 17–20-year-old students who need to earn 10 or fewer credits to receive a high school diploma. The General Evaluation Diploma (GED) Option #2 Program works with students who have senior status but need more than 10 credits to graduate and are able to complete and successfully test out of the program in two semesters in order to receive their high school diploma.



**Kenosha Unified  
School District No. 1**

R. Scott Pierce  
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262-653-6320

### 44. Kenosha, Brompton School

Est. 1997

Patricia Jones  
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The Brompton School serves approximately 100 students in grades K–6 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. Brompton School is a strictly nonsectarian school where values such as community service, responsibility, and respect are embraced.

### 45. Kenosha, Dimensions of Learning Academy

Est. 2000

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The Dimensions of Learning Academy is a standards-based school of choice focusing on lifelong learning, serving up to 195 students in grades K–8 in Kenosha Unified School District No. 1. 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 school-wide the instructional model Dimensions of Learning. 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 consists of 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.

## 46. Kenosha, Kenosha eSchool\*

Est. 2006

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The Kenosha eSchool is a full-service online virtual high school operating in conjunction with the Appleton eSchool and the Wisconsin eSchool Network. The Kenosha eSchool exists to meet students' needs by employing new and emerging technologies and providing access to a high-quality, standards-driven, common-assessments curriculum in an environment that is self-paced and accommodating to students' varying physical locations, individualized plans, and time frames. The Network allows the Kenosha eSchool to continually grow and develop as it provides high-quality, cost-effective online instruction.

The Kenosha eSchool offers a full spectrum of courses, allowing a student to achieve all the graduation requirements. The eSchool is a stand-alone high school offering course work for grades 9 through 12. The eSchool has its own identity, with a school logo, specific diploma, graduation ceremony, and College Boards identity number for testing purposes. The eSchool generates its own data as they relate to student learning. The eSchool accesses student support services through the other Kenosha high schools.

## 47. Kenosha, Paideia Academy

Est. 1997

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Paideia Academy is a school of choice, serving up to 75 students in grades 6–8 in Kenosha Unified School District No. 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.



University of  
Wisconsin–Parkside

Paul Haubrich  
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## 48. Kenosha, University of Wisconsin–Parkside, The 21st Century Preparatory School

Est. 2002

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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 curriculum for grades K–8 incorporating both Core Knowledge and Direct Instruction reform models, and (3) requiring the mutual accountability of staff, students, family, and community 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 Direct Instruction models. Both, when fully implemented, have proven effectiveness with a wide range of students, including low-income, 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.



**Kewaunee School District**

Barbara Lundgren  
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Est. 2000

Dawn Madland  
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dmadland@kewaunee.k12.wi.us

**49. Kewaunee, Lakeshore Alternative High School**

On August 30, 2000, the doors of Lakeshore Alternative High School opened to serve at-risk students in grades 11 and 12 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 school 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.



**Kiel Area School District**

Jerry Schutz  
P.O. Box 201 • Kiel, WI 53042-0201  
920-894-2266

Est. 2002

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ssteiner@kiel.k12.wi.us

**50. Kiel, Kiel eSchool**

The target population of Kiel eSchool includes students in grades 7–12 who have various health problems, need a challenge, have scheduling conflicts, are dropouts, are given the option instead of expulsion, are expelled, are at-risk, need to make up credits, are pregnant, want to get an early diploma, or are gifted and talented. They may be disenfranchised, home-schooled, or credit-deficient because of academic or behavioral challenges. They may feel uncomfortable or unsafe in a school setting. Target students also include transient students, school-age parents or self-supporting students, and any students who fail to achieve their personal best in the traditional classroom.

Kiel eSchool 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 licensed educator serving as a local 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 Kiel eSchool is to provide accelerated learning opportunities for high-achieving students, 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 District Office building, and in individual building libraries and technology centers. Students can participate in all activities and services provided to the rest of the district’s students. These support services include access to the guidance department, special education coordinator, and 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.

## **51. Kiel, Meeme LEADS Charter School**

Est. 2005

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Newton, WI 53063  
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The Kiel Area School District has established a nongraded, multiage charter school serving students in kindergarten through fourth grade at the demonstration site of Meeme Elementary in rural Kiel, Wisconsin. The charter school, Meeme LEADS (Learning style-focused, Excellence through individualization, Achievement for all, Differentiation, and Student-driven success), enrolls approximately 70 K-4 students.

In essence, nongraded education is the practice of teaching children of different ages and ability levels together, rather than dividing them (or the curriculum) into steps labeled by grade designations. Children move from easier to more difficult material at their own pace, making continual progress rather than being promoted once per year. Curriculum and teaching practices are developmentally appropriate, arising from the children, an experience initiated by the teacher, or from a chance event. Considered “an adventure,” a project may last a week or continue throughout the whole school year. Because students are in control of and responsible for their own learning and free to explore their own interests, they feel empowered; school becomes fun again, and the motivation to excel returns.

Meeme LEADS was designed to help students reach the following measurable goals: (1) to fully know their optimal mode for learning, (2) to become independent, self-monitoring learners, (3) to develop problem-solving and critical-thinking skills, (4) to understand and strive for quality workmanship and excellence, and (5) to demonstrate continual academic progress as measured by each student’s individualized assessment plan and equivalent to a year’s growth/achievement at or above state-mandated grade-level benchmarks as measured by Wisconsin Student Assessment System (WSAS) tests.

As a collaborative effort between teachers, the community, parents, and the students themselves, the Meeme LEADS Charter School also strengthens parent-school-community relationships, as parent and community volunteers become crucial participants in students’ educational programs.



**Kimberly School District**

Mel E. Lightner, District Administrator  
217 East Kimberly Avenue • Kimberly, WI 54136-1404  
920-788-7900

**52. Kimberly, Caring Opportunities for Recovery Education (CORE)**

Est. 2005

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Kimberly, WI 54136  
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Caring Opportunities for Recovery Education (CORE) serves Kimberly Area School District students in grades 9–12 who have significant behavioral and learning concerns that interfere with their educational experiences within a traditional school setting. The educational experiences are individualized to meet the identified needs of the student through an integrated curriculum of traditional academic subjects, technology-based instruction, employability skills training, and real-world learning opportunities. The essential components of the school are small classes, personalized education, self-paced learning, accelerated credit accumulation, and a caring and flexible environment. Students who successfully complete the program will graduate with a high school diploma.

The essential goals of the school include:

- All students will reengage in learning and meet high academic expectations, thus allowing them the opportunity to earn a Kimberly High School diploma.
- All students will be provided with socio-emotional support to address their individual needs and to improve their social behaviors.
- All students will be provided with vocational and transitional experiences to prepare them for postsecondary options.

CORE Charter School provides extensive vocational, social, emotional, and academic experiences, thus enabling students to meet their greatest individual needs while becoming productive employees, citizens, and family members.



**Kohler Public Schools**

Jeffrey P. Dickert  
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**53. Kohler, Northeast Wisconsin Online Charter School**

Est. 2004

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The Northeast Wisconsin Online Charter School (NEWOCS) offers remedial, regular, and accelerated courses in a nontraditional learning environment. Students from the 36 participating school districts within CESA 7 who have attained grades 6–12 are eligible to apply for enrollment in NEWOCS.

Students enrolled in NEWOCS access Internet courses that are aligned with state and national academic standards. Students are taught by Wisconsin-licensed online teachers as well as personal/family coaches and are encouraged by local school mentors identified by the participating districts. Students go online through computers in their homes, in classrooms or computer centers at their school district buildings, or at public libraries. The nonthreatening atmosphere of these locations and the ability to exchange information around the clock with online teachers and fellow students help to assure an instructional strategy that creates a flexible and welcoming environment for learning.

The learning community served by NEWOCS spans seven grade levels, from sixth through twelfth grade. Within those grade levels, NEWOCS serves students with insufficient credits for graduation, those interested in studying specialized courses that cannot be offered in their traditional schools, those seeking accelerated study through high school courses at advanced levels, those experiencing scheduling conflicts with home or employment responsibilities, those who have been expelled or are at risk of severe disciplinary action, and those facing medical challenges, as well as those who are seeking a full program at the high school level and need broader experiences to advance their knowledge and skills through available courses.



### La Crosse School District

Gerald R. Kember  
807 East Avenue South • La Crosse, WI 54601  
608-789-7628

Est. 1998

Harvey G. Witzenburg  
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hwitzenb@mail.sdlax.k12.wi.us

## 54. 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 multiage 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 multiage classroom for grades 4–6 as its current student population progresses.

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.

## 55. La Crosse, La Crossroads High School

Est. 2000

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On June 5, 2000, the La Crosse Board of Education granted charter school status to the La Crosse School District's La Crossroads High School. The four charter school classrooms have an enrollment of approximately 25 students each, for a total enrollment of 103 students in grades 9–12. 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, consequences for choices, academic credit for work experience, and individualized graduation plans.

## 56. La Crosse, School of Technology and Arts

Est. 1995

Jacque D. Durnford  
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608-789-7760  
jdurnfor@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. multiage, 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

## 57. La Crosse, School of Technology and Arts II

Est. 1997

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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 in grades 6–8. 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 supports 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 interests 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.



**Lena Public School  
District**

Robert J. Werley, District Administrator  
304 East Main Street • Lena, WI 54139  
920-829-5703, ext. 5

## 58. Lena, LEARN Charter School

Est. 2005

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LEARN (Lena Educational Alternative Regional Network) Charter School provides alternate instructional options to students in the two rural districts of Lena and Coleman. The primary focus is to provide options for at-risk students in grades 9–12 to complete their high school education. Instruction is provided to approximately 10 students at a site in each district.

With the cooperation of parents, LEARN staff, and school counselors, each charter school student develops a school completion plan. Academic, attendance, and behavioral expectations are clearly outlined. Learning options include online instruction, individualized curriculum packets, standard district curriculum, and work experience. All curricula are aligned to

Wisconsin Model Academic Standards. Upon completion, students receive a regular high school diploma from their home district.



### Lodi School District

Michael J. Shimshak  
115 School Street • Lodi, WI 53555-1046  
608-592-3851

## 59. Lodi, Lodi Charter School

Est. 2000

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The mission of the Lodi Charter School is to create an educational environment that prepares students in grades 9–12 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.



### Madison Metropolitan School District

Art Rainwater  
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608-663-1607

## 60. Madison, James C. Wright Middle School

Est. 1995

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The James C. Wright 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 school in 1995 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.

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 its 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.

## 61. Madison, Nuestro Mundo Community School

Est. 2004

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Nuestro Mundo Community School (NMCS) is the first public English/Spanish two-way immersion school in the Madison Metropolitan School District (MMSD). It began with a kindergarten in September 2004 and will add one grade each year to grow into a K-5 school. The goals of NMCS are to help all students learn to think, speak, read, and write in both Spanish and English; excel academically; develop positive cross-cultural relationships; and promote participation in multicultural communities. The school is open to English-dominant and Spanish-dominant speakers interested in this distinctive program. NMCS's curriculum is academically rigorous, community-based, child-centered, and multicultural.

At NMCS, learning is an interactive process among instructors, parents, community members, and learners, all committed to a mutually beneficial collaboration. Additive bilingualism and biculturalism are fully achieved through the two-way immersion program. The two-way immersion is a fundamentally different approach to bilingual education from that taken in traditional public schools in MMSD. Instead of including only children with limited English proficiency, NMCS educates children from both English- and Spanish-speaking homes in the same classroom, and in addition to learning English, these students learn to read and write in Spanish. Academically, the two-way immersion programming generates bilingual speakers who achieve high levels of academic success in Spanish and English.

The curriculum and instructional strategies reflect students' developmental levels in both cognitive and linguistic areas. Specifically, teachers plan academic instruction in accordance with students' language proficiencies. In kindergarten, students receive most of their instruction in Spanish. This early emphasis on Spanish instruction benefits both language groups. The proportion of English increases with each grade level.



**Marshall School  
District**

Barb Sramek  
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608-655-3466

## 62. Marshall, Fifth Dimension

Est. 1998

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The Fifth Dimension serves 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 achieve that goal. Education and employment are important to the Fifth Dimension student.



**Marshfield School District**

Bruce King  
1010 East 4th Street • Marshfield, WI 54449-4538  
715-387-1101, ext. 1112

Est. 2006

Jane Wagner  
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**63. Marshfield, Marshfield Human Services Academy\***

The Marshfield Human Services Academy (the Academy) serves approximately 50 students in grades 9 through 12. The Academy, as part of its curriculum, has the first career-based intergenerational care program in Wisconsin, and possibly the nation. The vision and mission of the Academy is “Learning for all ages.” Imagine a place where a 98-year-old is feeding an infant, an 87-year-old is sharing her walker with a youngster who is just learning to walk, and a 4-year-old suddenly discovers that her 78-year-old friend has to take out her teeth to brush them. Imagine a place where people of all ages come together, interacting, exploring, and building meaningful relationships. That place is the Marshfield Human Services Academy Charter School. The Academy offers students the chance to interact with people of all ages, from infants to octogenarians. Students have the opportunity to obtain Wisconsin certification as an Assistant Child Care Teacher, a Child Care Teacher, or a Nursing Assistant, as well as earn the state’s Employability Skills Certificate and the Family and Community Services Skills Certificate.

The Academy is a unique public/private partnership designed to enhance the lives of Marshfield residents. At one end of the building is a child care center, and at the other end is an adult day services facility. The center of the building houses the Marshfield Human Services Academy Charter School. The location of the school is at the heart of the Intergenerational Care Center. The Academy provides students the opportunity to observe and interact with children and the elderly in a realistic setting enabling authentic hands-on learning that the students have not previously encountered. Education is a shared responsibility among students, teachers, parents, and the community at the Academy. Alliances have been created with individuals and agencies in the community using the talents, resources, and expertise of many, creating rigorous and relevant learning experiences for students.

In addition to focusing on careers, the Academy provides students with something that is sorely lacking in our increasingly fragmented, mobile society. They will learn to appreciate and become comfortable with the very young and the very old. High school students learn to bridge generational gaps.



**Mauston School District**

Bruce Anderson  
510 Grayside Avenue • Mauston, WI 53948-1952  
608-847-5451

Est. 1998

Tom Reisenauer  
508 Grayside Avenue  
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608-847-6603  
tom\_reisenauer@fc.mauston.k12.wi.us

**64. Mauston, Mauston Alternative Resource School**

The Mauston Alternative Resource School (MARS) achieved charter status in August 1998 to serve highly at-risk students in grades 6–8. 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.



**Medford Area Public Schools**

Steve Russ  
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715-748-4620

**65. Medford, Rural Virtual Academy**

Est. 2005

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The Rural Virtual Academy (RVA) provides a world-class education to K–8 nontraditional students. The RVA serves disenfranchised students who learn best at home through a combination of virtual and parent–teacher instruction because of a variety of situations (home-schoolers, the medically fragile, and those diverse learners who cannot effectively benefit from the regular classroom environment).

The Academy is supported by a consortium of five schools that assist with governing the school; however, RVA is an instrumentality of the Medford Area Public Schools district. The staff and school are housed at the Medford school district’s central office.

The RVA delivers self-paced instruction through a combination of electronic and paper learning. The program provides remediation and acceleration options in addition to a regular school curriculum. The program encourages constant communication with students and parents and offers social and educational events through regular and virtual outings.

A teacher supports every parent/mentor in his or her task of helping students maximize their potential and meet the Wisconsin State Standards. Communication is facilitated through e-mail and activity notices posted on the school’s Web pages.

Accountability is maintained through evaluation of student electronic portfolios, WKCE, other commercial standardized tests, and parent/student satisfaction survey results.



**Menasha Joint School District**

Keith Fuchs  
P.O. Box 360 • Menasha, WI 54952-0360  
920-967-1401

**66. Menasha, Chance II Charter School**

Est. 2005

Larry Haase  
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920-967-1800  
haasel@mjsd.k12.wi.us

Chance II Charter School is a partnership between the Menasha Joint School District and the Appleton Area School District to meet the needs of at-risk high school freshmen and sophomores. Chance II Charter School is housed at Youth Futures Valley Fair Mall, a community of commercial and nonprofit endeavors geared to the needs and interests of youth in the Fox River Valley. The Youth Futures mall presents an opportunity for students to access a wide range of vocational, educational, and recreational activities.

Chance II offers its students, who have not been successful in a traditional high school setting, the opportunity to:

- Recover core high school graduation credits that were not successfully attained in the first semester of high school
- Maintain academic progress toward the attainment of a high school diploma
- Identify and develop communication, problem-solving, and self-advocacy skills necessary for success in school and vocational settings.

Chance II is a limited-term enrollment school for second-semester freshmen and first-semester sophomores. It is designed to address the needs of students who lack prerequisite skills for academic success in a traditional high school setting. Students will receive direct instruction in language arts, social sciences, mathematics, communication skills, problem solving, and self-advocacy. Course design is based on competencies developed from state and local performance standards versus time-in-seat components of the traditional instructional model. Courses are block-scheduled and interdisciplinary.

Students who complete Chance II Charter School can return to their home high school, enroll in other public school alternatives, or transition to community-based programs.



**Menomonie Area  
School District**

Jesse Harness  
215 Pine Avenue NE • Menomonie, WI 54751-1511  
715-232-1642

**Est. 1998**

Thomas Schmelzle  
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## **67. Menomonie, Lucas Charter School**

Lucas Charter High School is a school of choice for at-promise/at-risk students in grades 9–12 and some adult learners. The mission of the Lucas Charter High School is to empower students to be lifelong learners, caring individuals, and citizens who are responsible for their own behaviors.

Students have five primary means of earning credits: student-initiated projects; traditional classes for credit; computer-based instruction (i.e., PLATO or online classes); PASS individual programming; and classes taught by community volunteers. Students have the opportunity to participate in activities such as high and low ropes courses, rock climbing, downhill skiing, canoeing, and a High Mileage Vehicle Contest at UW–Stout. Students participate in a work experience program and gain career awareness through the use of the WisCareers Program and visits to post-secondary schools. Seventy-two hours of community service are required of each student for graduation. Community volunteers play a wide variety of roles in the school, from teaching art, yoga, and poetry classes to tutoring individual students.

It is the belief of those who support the Lucas Charter High School that students who attend school regularly, successfully complete the Lucas Charter High School experience, and attain a high school diploma will become lifelong learners, caring individuals, and responsible citizens who participate productively in the community in which they live.



**Middleton–Cross  
Plains School District**

William Reis  
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608-829-9004

**68. Middleton–Cross Plains, Middleton Alternative Senior High**

Est. 1995

Jill Gurtner  
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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 9–12 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 that an understanding and development of these strengths will help students achieve personal success. Service learning, project-based curricula, 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 relationships among school, community, work, and career opportunities.



**City of Milwaukee**

Kevin Ingram  
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414-286-3850

**69. City of Milwaukee, Academy of Learning and Leadership**

Est. 2003

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The Academy of Learning and Leadership (A.L.L.) is a city of Milwaukee–authorized charter school serving families and children in grades K–8 in the LaVarnway neighborhood of the central city of Milwaukee. Faculty and families are intently and strategically focused on creating an 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.

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.

## **70. City of Milwaukee, Central City Cyberschool**

**Est. 1999**

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Milwaukee, WI 53216  
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cfaltz@cyberschool-milwaukee.org

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 school 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.

## **71. City of Milwaukee, Darrell L. Hines College Preparatory Academy of Excellence**

**Est. 2002**

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The Darrell L. Hines College Preparatory Academy of Excellence (DLHA) is dedicated to providing students in grades K–7 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.

## **72. City of Milwaukee, Downtown Montessori Academy**

**Est. 1998**

Virginia Flynn  
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Milwaukee, WI 53211  
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dmontessori@wi.rr.com

The Downtown Montessori Academy (DMA) serves children in grades K3–6. A new grade is added each year until eighth grade is reached. DMA is a racially and socioeconomically integrated school with up to 100 students. Classrooms are multiage/multigrade. Before- and after-school care is available as well as a summer program.

DMA is based on the philosophy developed by Dr. Maria Montessori. A Montessori classroom is a carefully prepared environment, with an individualized learning program. The educational approach encourages children to trust in their own ability, to think, and to solve problems independently. Students are inspired to think for themselves and become actively engaged in the learning process. Learning becomes its own reward, and each success fuels a desire to discover even more. Like the rest of us, children learn through trial, error, and discovery. Children in a Montessori classroom are free to learn at their own pace, taking on new challenges when they are ready. DMA seeks to create a Montessori environment where the child's early experiences with learning will help him or her become a self-confident, competent, cooperative adult.

## **73. City of Milwaukee, Maasai Institute**

**Est. 2005**

Janis McCollum  
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Maasai Institute is an ability-based high school serving grades 9 through 12. Maasai is different from large, comprehensive high schools and most other small high schools in that it is structured to provide a one-stop facility that will serve students, their families, and the surrounding community.

Maasai Institute's operation is designed as a full-service community school. A community school is an educational institution that combines the rigorous academics of a quality school with a wide range of vital in-house services, support programs, and opportunities for promoting learning and development for all.

Maasai Institute is designed as a learning organization with the goal of becoming an established learning community culture that respects and affirms the talents, resources, and experiences that each person brings from their homes, their communities, and their histories. The school culture is being shaped for students, teachers and other staff, board directors, parents, and others from the community, all stakeholders who will collaboratively function within the Maasai learning community. The common focus: "We are all responsible for ensuring that all the children are well."

Influences are informed by the practices of the Maasai African tribe and the high value that is placed on children's well-being. The culture of the Maasai Institute is being shaped as constructive and proactive. Everyone is expected to meet high expectations and provide initiative and open communication, and all are encouraged to be decisive, take moderate risks, and be accountable for student achievement.



## Milwaukee Public Schools

William G. Andrekopoulos  
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414-475-8001

Est. 2004

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### **74. Milwaukee, Academia de Lenguaje y Bellas Artes**

The Academia de Lenguaje y Bellas Artes (ALBA school) is an instrumentality charter school within the Milwaukee Public Schools district. In response to the increasing Hispanic population on the near south side of Milwaukee, parents, community members, and teachers with strong beliefs in bilingual education and the fine arts joined together to create ALBA, a neighborhood school contributing artistic and cultural resources in the community. The school serves a maximum population of 225 regular and exceptional education students from four-year-old kindergarten through the fifth grade.

ALBA, which means dawn (like the dawn of a new day) in Spanish, offers parents a new opportunity in bilingual elementary education. In addition to providing a developmental bilingual Spanish program, the curriculum integrates the fine arts and creative writing with emphasis on Latino contributions and cultural art forms. Being a charter school allows the curriculum to be adapted to an individual's particular learning strengths while maximizing learning through a respectful, nurturing, and encouraging environment where parents, teachers, and community members work in cooperation toward clearly stated goals and objectives.

ALBA's educational program is founded on the conviction that bilingual students can reach their full potential academically in English and Spanish when challenged through a rigorous curriculum that develops critical thinking, problem-solving skills, and creativity. The learning environment aids in fostering Hispanic cultural identity and appreciation through the connections made from strong parental support and community involvement. Instruction in the native language, Spanish, acquisition of English language proficiency, and study of the fine arts focusing on cultural art forms aid the students in their creation of a positive self-identity. Native language literacy is a critical component in developing the academic English necessary for bilingual students to succeed and function in English, while preparing students to be bilingual and bicultural learners in a global society.

### **75. Milwaukee, Advanced Language and Academic Studies**

Est. 2004

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The Advanced Language and Academic Studies (ALAS) High School is a four-year (grades 9–12) bilingual high school functioning as an instrumentality charter of Milwaukee Public Schools. The teachers, parents, and community members involved in this charter have formed a school comprised of no more than 250 students, which provides a rigorous, balanced curriculum promoting high levels of academic bilingualism/biliteracy. The school works with community members and institutions of higher learning to build a curriculum according to Best Practices for English Language Learners as established through educational research, emphasizing interdisciplinary links among subject areas. As such, there is not only an emphasis on science, mathematics, and technology, but also on connections to the humanities and language. Respect for social class, school culture, and climate is the cornerstone of the program, as are high expectations for all students. The goal is to graduate productive citizens who are prepared to enter university programs and are also capable of getting on a career track to family-supporting employment.

ALAS, which is located on Milwaukee's near south side, offers parents a unique choice when selecting a public high school for their children. The mission is to foster critical, lifelong learners who know how to access, interpret, and critically use new and emerging information. Through extensive interactions, parents have communicated that they are looking for a smaller high school setting that fosters a greater sense of community, and where their child can get more individual attention. The ALAS staff is working to create a school where parents can have a strong voice in planning and governance, feel valued and accepted, and increase their participation in their children's education.

## **76. Milwaukee, The Alliance School**

**Est. 2005**

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The Alliance School of Milwaukee is a year-round high school that serves the needs of 100 students in grades 9–12 who are not succeeding in the traditional high school environment due to harassment, intimidation, physical abuse, or emotional abuse. The school's primary purpose is to be a safe place where students are treated fairly at all times regardless of sexual identity, appearance, ability, or beliefs. The Alliance School's philosophy starts with the assertion that students must first have their basic safety and security needs met before they can focus on pursuing educational objectives. Academic excellence and the pursuit of higher education are expectations for all students at the school, and the atmosphere is one of creative energy, personal accomplishment, and community involvement.

The Alliance School uses connections with community agencies to provide a strong network of supportive services for students. The school works closely with the Milwaukee Lesbian, Gay, Bisexual and Transgender Community Center, the Milwaukee Counseling Center, Pathfinders, Walker's Point Youth and Family Center, and various other social service agencies in the city to provide counseling and other services to youth. All students participate in community service placements, and there is a strong focus on changing the attitudes and systems that drove them from the traditional high school settings, through performances, speeches, and other activities that connect them to the community in advocacy work.

The curriculum uses a combination of service learning and expeditionary learning practices, which involve students in community improvement projects and personal growth activities. Many of the learning activities take place outside of the classroom, and students are active in the planning of courses and activities. A flexible block schedule allows students to choose classes designed to meet graduation requirements, while at the same time taking into account students' interests and personal goals. The courses are academically challenging, so that students who graduate from Alliance will have the credits and skills necessary to be accepted into colleges, universities, and other advanced training programs.

## **77. Milwaukee, Audubon Technology and Communication Center**

**Est. 2001**

Katrice Cotton  
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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 strat-

egy we use, to raise, educate, and empower children. It seeks to improve students' ability to express themselves 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.

## **78. Milwaukee, Aurora Weier Early College Bilingual High School**

**Est. 2005**

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tonybaez2@aol.com

Aurora Weier Early College Bilingual High School (ECBHS) is housed at the Aurora Weier Educational Center (AWEC), a community-based organization that provides educational, recreational, adult education, and social services to area residents. Aurora Weier ECBHS is a non-instrumentality charter that welcomed 100 students in September 2005 and will expand to serve 150 by 2009.

Aurora Weier ECBHS serves grades 9–12 in an expanded day and year program and is equipped to address the needs of English language learners. The new ECBHS curriculum framework draws on what is known as Partnership Education, a research-based approach to teaching and learning that focuses on transformative theories of learning. It includes elements of holistic integrated instruction; strategies to increase students' respectful, peaceful, and caring conduct; social responsibility, inquiry-based learning; relevance; and connections to community. Its delivery draws on flexible pedagogies that have a foundation in the humanities and that build character and high-level thinking skills. Its pedagogy is rigorous and provides for the acquisition of subject content necessary for college success and the attainment of state and local academic standards.

A goal of Aurora Weier ECBHS is to prepare students to take courses for college credit starting in grade 11, so that they have accumulated credits toward an associate's degree by the time they graduate from high school. Most students will attend an extended school year to meet these curricular purposes. The conversion to the Early College model will take several years. The group of ninth graders that began in September 2005 is the first cohort of students to be taught using the new Early College curriculum. By the time this group reaches twelfth grade, all students in the charter school will be Early College participants.

## **79. Milwaukee, Bruce Guadalupe Community School**

**Est. 2000**

Mary Beth Kuxhause  
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Milwaukee, WI 53224  
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marybethk@unitedcc.org

The Bruce Guadalupe Community School (BGCS) was granted a charter by Milwaukee Public Schools in July 2000 and serves students in grades K4–8. 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.

## **80. Milwaukee, Carter School of Excellence**

Est. 2003

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The Carter 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 behavioral risk factors. Students participate in inclusive, multiage, 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 intelligences 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.

## **81. Milwaukee, CITIES Project High School**

Est. 2004

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The mission of CITIES Project High School (CPHS) is to ensure its students meet state and Milwaukee Public Schools (MPS) academic standards and graduate from high school empowered to create, define, and take responsibility for themselves, their worlds, and the sustainability of their communities through active citizenship. CITIES is an acronym for Communities Implementing Transformations in Education and Society. CITIES Project High School operates with the conviction that true education can only occur in the context of community rebuilding.

CITIES Project High School is an innovative, project-based, interest-driven school with an individualized, integrated curriculum, and is guided by active community rebuilding as well as the core concepts recognized by the Public Achievement program at the Center for Democracy and Citizenship at the University of Minnesota's Hubert H. Humphrey Institute of Public Affairs. The core concepts of public achievement (democracy, freedom, free space, public accountability, responsibility, public work, power, interest, citizenship, and diversity) drive students' work, where they create public works projects as they explore the process of community engagement. Students identify social issues they wish to address and create projects that demonstrate proficiency in the MPS Learning Targets, while addressing student concerns and interests. Credits are awarded based upon the Learning Targets completed.

The primary focus of CPHS is to empower inner-city youth through the development of advanced literacy and leadership as well as conceptual and organizational skills, by engaging them in meaningful and academically rigorous public works projects. As a small MPS charter school (66 students in grades 9–11 in year one, expanding to a total of 100 students in grades 9–12 in its third year), CPHS is able to provide young people with the individual attention and support necessary for them to build their own academic, social, and intellectual capital, thus preparing our youth for lifetimes of meaningful participation in society's power structure, as well as connecting them with possible career paths.

## **82. Milwaukee, Community High School**

Est. 2004

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The Community High School (CHS) provides students with an atmosphere that is inextricably interwoven into the social fabric of its surrounding community. With the help of the community, local universities, and businesses, the school provides a curriculum that is academically rigorous and conducive to intellectual risk-taking. The school focus is centered on student learning and present social conditions. Students explore how to influence social change that will impact the local community and the greater community at large.

Community High School offers an inquiry-based curriculum. Students who wish to attend CHS wish to answer society's most complicated and often difficult questions through the exploratory process of developing a stance on a topic, researching supporting evidence, understanding and addressing multiple perspectives on the issue, and presenting their positions in a well-thought-out and coherent fashion. This practice, instead of surfacing in one or two research classes, is cross-curricular and pervades the culture of the school.

Using skills attained through the inquiry process, CHS is innovative in its mission to transform the surrounding community and will help students to develop a well-informed and proactive voice. Students will create a vision of social change and apply their ideas through the school's community service graduation requirement. When students become productive business owners, professionals, and artists in the community, they can truly carry out the school's mission of social change in their adult lives.

Community High School is an instrumentality charter; thus, it serves the Milwaukee Public Schools student population. Initially, the school enrolled 85 ninth-grade students. Enrollment is projected to increase to 250 students in four years.

## **83. Milwaukee, Downtown Institute of Arts and Letters\***

Est. 2006

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The Downtown Institute of Arts and Letters (DIAL) is a comprehensive college preparatory/public charter high school with a target population of all students in the Milwaukee metropolitan area in grades 9–12. DIAL High School's curricular theme and focus is an integrated arts and humanities program based in the Great Books and Advanced Placement courses. The downtown location enables students to volunteer at local art institutions and participate in community service and precareer internships. As a teacher cooperative, DIAL provides instructors with administrative and curricular decision-making powers tempered by the thoughtful counsel of the school community.

All students, regardless of previous academic preparation, participate in Pre-AP courses leading to Advanced Placement examinations. Each student helps create an individual learning plan to address his or her areas of strength and challenge. Instruction and enrichment are personalized, based on the individual student's needs. Students study the arts and humanities, both as independent subject areas and as vehicles for classroom presentations, performances, and project-based learning. All students participate in the arts and take French and Latin throughout their four years at DIAL. Technology is integrated throughout the curriculum.

DIAL High School is a small specialty school centered in the Bill and Melinda Gates Foundation's "Seven Key Attributes of Equitable Schools," which include Common Focus, High Expectations, Personalized Environment, Respect and Responsibility, Teacher Collaboration, Performance-Based Learning, and Technological Skills. This smaller, personalized environment enables students to have adult mentors, individualized learning plans, and

specialized accommodations for all learning styles. Students, parents, and community members participate in school governance alongside the teacher cooperative. Technology is used to unite the school community.

DIAL sees the commercial and arts area of Milwaukee as integral to its mission for students and their growth. By using the facilities, institutions, and associations that make downtown living so vital, DIAL is able to provide students with unique opportunities to grow and create with the city. Students use the urban setting as a learning environment, performance stage, and career laboratory. With its unique modular schedule and year-round calendar, DIAL provides families with time options not normally found in larger high schools. DIAL's optional summer session and many regular-semester possibilities for extra credits give students the option of graduating within three years.

### **84. Milwaukee, Fairview School**

Est. 2001

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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 the school's educational environment. The Fairview PTA supports the educational programming and sponsors family activities.

### **85. Milwaukee, Fritsche Middle School**

Est. 1999

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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. 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.

## **86. Milwaukee, Genesis High School**

Est. 2004

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Genesis High School has developed a comprehensive learning experience focused on the design of a competency-directed and project-based curriculum. With this, each student has the opportunity to advance at his or her own pace and learning style. In an effort to enhance the educational experience of the students in grades 9–12, the staff continues to research the philosophies set forth by following national reform models. Genesis High School also uses MATC's and Alverno College's competency-directed curriculum model, which links performance with expected learning outcomes. Development of abilities such as communication, problem solving, analysis, and social interaction allows students to do something with what they know. The SCANS (Secretary's Commission on Achieving Necessary Skills) report identified 36 skills that are required in the workplace of today and tomorrow.

Genesis High School's curriculum provides a systematic approach to assist students and allow for competence in the abilities and career success skills that will be needed at any level of employment and all levels of education. The 36 career/education success skills have a direct link to the career families of business, technology/trade, and health and human services. The curriculum recognizes multiple intelligences and thereby meets the needs of all learning styles. The learning environment is enhanced by rigorous activity of projects and Genesis's shared decision making and planning. Within this framework, the student has time to collaborate on both self-directed and instructor-generated projects.

## **87. Milwaukee, Highland Community School**

Est. 1996

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In 1996, Highland Community School became Milwaukee's first charter school. Highland is a neighborhood-based, parent-run, early-childhood Montessori program. The mission of Highland Community School is to provide quality Montessori education and a nurturing environment for economically and culturally diverse groups of children and their families 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 education, the community, and society.

Highland Community School currently provides 130 children in grades K3–3 with a Montessori education that prepares them to excel wherever they go. The educational program is based on a child's inborn desire to learn and is specifically designed to complement the natural interests and strengths unique to each stage of his or her development.

Because the school is parent-run, it creates a nurturing environment for children and adults and empowers parents to become responsible for and involved in their children's education. Parent involvement drives the school, with Highland parents delivering over 3,000 hours of service to the school each year and a parent board directing every aspect of Highland's operations. Because Highland is a community-based school, it provides support and stability for the entire family and the surrounding community.

## **88. Milwaukee, Hmong American Peace Academy (HAPA)**

Est. 2004

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The Hmong American Peace Academy (HAPA) is the first Hmong charter school in Wisconsin, and it is the second Hmong school in the nation. The Hmong American Peace Academy is a noninstrumentality charter school of Milwaukee Public Schools. The school is designed to serve students in the all-day four-year-old kindergarten program through eighth grade. During its first year of operation, 2004–2005, the Academy enrolled students in four-year-old kindergarten through fifth grade with 225 seats available. As an open enrollment public school, the Academy plans to add students and grades each year as the school develops within the Hmong community. The Academy does not discriminate on the basis of race, color, sex, or national or ethnic origin in administration of educational services. It serves as both a neighborhood and citywide school; any Milwaukee family that desires a quality college-preparatory education is welcomed. A long-term goal is to become the nation's first K–12 charter school authorized by the International Baccalaureate Organization (IBO).

Educators at HAPA collaborate with Milwaukee's Hmong families to emphasize five traditional Hmong values: respecting elders, placing family first to avoid shaming self and family, facing hardship with patience and silence, perseverance, and avoiding shame. The Academy's educators and community members emphasize American values for practicing freedom; earning access to resources and collective power; and engaging in entrepreneurship for neighborhoods, Milwaukee, Wisconsin, and beyond.

The Hmong American Peace Academy is an innovative school based on an integrated triangular learning framework. Hmong culture, language, and history are the components of one side of the triangle. Side two of the triangle is the curriculum component, which is standards-based academics. The third side of the triangle is the community action/peace education component. To ensure success, students, parents, and teachers collaborate to set individual goals for each child and monitor progress. The Academy and the entire community are dedicated to educating the whole person—mind, body, and will—for peace and fullness of life.

## **89. Milwaukee, Honey Creek Continuous Progress Elementary School**

Est. 2005

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Honey Creek Continuous Progress (CP) Elementary School currently serves 367 students ages 3–11, in early childhood K3 through CP5. Honey Creek's mission is an uncompromising commitment to measurable high standards and student achievement through a continuous progress model, which emphasizes developmentally appropriate instruction, understanding that development is not time-bound and addressing students' needs according to their abilities. Honey Creek's continuous progress educational program includes:

- ungraded, multiage classrooms designed to provide challenges based on individual needs and on continuous progress for students in both general and special education in inclusive settings
- the implementation of research-based, structured curricular designs that have been proven highly effective in improving student achievement and thus fostering positive self-esteem
- the creation of a triad between the home, school, and community, which cultivates strong school-to-home connections

The continuous progress model is the foundation upon which Honey Creek builds:

- The school provides leadership in the development of a K–12 multiplex by creating a consortium of K–5 elementary schools in the area, which serve as feeder schools to the middle and high school. A. G. Bell Accelerated Academy maintains the middle school component, while Milwaukee Learning and Laboratory Institute (MLLI) serves students in ninth through twelfth grades (middle and high school levels in the multiplex).
- As a demonstration school with students instructed in a continuous progress, ungraded, and multiage setting, Honey Creek implements scientifically researched best practices in education.
- As a laboratory school, Honey Creek applies learner-centered best practices in a problem-solving model for at-risk to high-performing students so as to challenge all students to higher levels of academic performance with positive bearings on social and emotional growth as well. Emphasis on problem-solving practices to serve a diverse range of learners is a commitment and vision shared by the elementary, middle, and high school in the multiplex.

## **90. Milwaukee, Humboldt Park K–8 School**

Est. 2004

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The focus of Humboldt Park K–8 School as an instrumentality charter school of Milwaukee Public Schools (MPS) is on high standards of academic excellence for all students. Humboldt Park currently serves 580 students in four-year-old kindergarten through eighth grade. Humboldt Park is truly a school of world cultures. It offers students and parents a unique, culturally diverse school experience grounded in traditional values. Humboldt Park administration, teachers, staff, parents, and community partners support the school as an instrumentality charter of MPS based on the following eight points:

1. to advance Humboldt Park’s educational vision
2. to have more freedom over organizational, personnel, and/or governance matters
3. to meet the educational needs of its global student population
4. to attract students and parents to a unique school experience with traditional values
5. to expand parent involvement in and ownership of the Humboldt Park K–8 School mission
6. to have greater control over local school funds in order to focus on what the local community feels is the greatest need
7. to sustain the purest form of Direct Instruction (DI) implementation
8. to expand community partnerships with Journey House and the Indochinese Learning Center to meet the educational, cultural, and social needs of the school community

Humboldt Park K–8 School has a comprehensive four-year-old kindergarten through eighth grade model of DI in the core academic areas of reading, language arts, and math, with additional corrective DI reading support for at-risk, special education, and English language learner (ELL) students. The curriculum is aligned and coordinated with MPS Learning Targets along with the Wisconsin Model Academic Standards and enables all students to meet challenging content and performance standards. In addition to the DI model of language arts, Humboldt Park K–8 School has also incorporated the 6+1 Trait Writing framework and assessment school-wide.

## 91. Milwaukee, I.D.E.A.L. Charter School

Est. 2001

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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 grades 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 matter, 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. multiage, 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.

## 92. Milwaukee, Kosciuszko Middle Montessori School\*

Est. 2006

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Rich in culture and diversity, Kosciuszko Middle Montessori School is a unique bilingual-bicultural school located on the south side of Milwaukee serving grades 6–8 and K3–K4. Approximately 51 percent of the students are enrolled in the bilingual program. A large portion of these children also receive English as a Second Language (ESL) support. The student population is 74 percent Hispanic, 20 percent African American, 4 percent Caucasian, and 2 percent Other. Of these students, 20 percent are enrolled in the special-education program. Kosciuszko is a Title I school with 95 percent of the population qualifying for free or reduced-price lunch. The mobility rate for Kosciuszko has increased over the past three years from 15 percent to 21 percent. Many of the students are new arrivals to the country, and some have no prior school experience. Kosciuszko is a Level 4 (Improved) School Identified for Improvement (SIFI). Although the students have made gains on standardized assessments and scores have increased over the past four years, the increase is not satisfactory. In an attempt to meet the diverse needs of the population, Kosciuszko converted to a charter school to allow for early learning opportunities, to close achievement gaps between white and nonwhite students, and to serve the at-risk population.

This school will look different from other schools; it will be made up of two much-needed educational components.

The first component is a Montessori program for native Spanish speakers K3 through grade 8. The Montessori program features solid preparation in the areas of reading, writing, and mathematics, which is supported by research from the U.S. Department of Education. In one study, at-risk Spanish-speaking children from Irvine, California, doubled their competencies in all areas after only one year in the Montessori preschool program. Because of the uniqueness of the Montessori program and its methodologies, it is necessary to grow the program beginning from early childhood. Kosciuszko's Montessori program will expand by one grade level per year until K3 through grade 8 is established. This program addresses the need

for early learning opportunities and will serve the at-risk bilingual population with the intent to close achievement gaps and increase the high school graduation rate.

Although Montessori is a sound research-based program, it will not address the needs of all our students, especially those middle level students arriving new to the country at varying academic levels and varying school experiences. It is for this reason that we affirm our commitment to serve at-risk middle level students.

The second educational component is a middle level program for grades 6–8 that will implement the Effective Schools model to address the varied learning styles of students and increase secondary educational opportunities through Project Lead the Way (pre-engineering program). By using the Effective Schools model and incorporating Project Lead the Way, Kosciuszko will improve student achievement in all subject areas. Career and technology educational opportunities will be enhanced as we also serve the diverse needs of our special-education population.

Kosciuszko's estimated population of 500 students will be an integration of both educational components. As the Montessori program expands by one grade per year, the middle school enrollment will decline to approximately 320 students. It is estimated that the majority of students enrolled in the middle school will be bilingual/new arrivals. The Montessori program will accommodate a maximum of 180 students by the year 2012.

Kosciuszko's principal and the steering team will provide the strong leadership needed to implement the new charter school. They will continue to implement the Seven Correlates of Effective Schools as well as the Characteristics of a High-Performing Urban Classroom.

### **93. 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 450 students in grades K5–8.

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 provides 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.

## 94. Milwaukee, Malcolm X Academy

Est. 2002

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The Malcolm X Academy (MXA) sought charter status within the instrumentality of Milwaukee Public Schools to create a more innovative, flexible program to accommodate the needs of at-risk students in grades 6–10.

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. Maulana 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 he or she exists. Recognizing the powerful effect of values on children's decision making and behavior, the school sees these principles as central to its students' potential for success and overall understanding of the world. The entire philosophy that governs 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. SRA 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 to provide more time for students to be assisted with academic deficits that hinder proficient or advanced 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.

## 95. Milwaukee, Milwaukee Academy of Aviation, Science & Technology

Est. 2005

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Milwaukee Academy of Aviation, Science & Technology (MAAST) is a small, comprehensive high school designed to prepare students for higher education and sustainable employment. The vision is to become a nationally and internationally recognized preeminent aviation high school. MAAST targets students of various backgrounds and cultures who have an expressed interest in aerospace, aviation, aeronautics, avionics, and technology. The school prepares students for successful careers in aviation, productive citizenship, and lifelong learning in a global community. With a team of focused stakeholders in place, MAAST welcomed its first class of ninth-grade students in September 2005.

The MAAST educational philosophy is based on the precept that all children can learn, regardless of age, race, gender, and socioeconomic status. The curriculum is academically challenging, relevant and rich, and focused on content of interest—it engages students, fostering a willingness to attend school. Increased academic achievement will be the mark of school effectiveness, thus allowing it to be a change agent for each individual student within an effective systemic arena.

MAAST team members are continually working together to achieve success, as cultural responsiveness is key to effective student learning. Through group work and contributions from all school partners, there is more focus and additional strength provided for school efforts. Improvement plans must involve all stakeholders in a shared decision-making process that fos-

ters true collaboration and values collective team input. MAAST teachers understand the diverse racial, ethnic, socioeconomic, and cultural backgrounds of students and embed this knowledge throughout the curriculum to foster high levels of student learning.

## **96. Milwaukee, Milwaukee Leadership Training Center**

**Est. 2001**

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The Milwaukee Leadership Training Center (MLTC) is a noninstrumentality charter school of Milwaukee Public Schools that serves at-risk boys and girls in grades 5–10. The MLTC provides a highly structured and disciplined learning environment offering experiential, vocational, and technology-based programming that combines a philosophy and practice of nonviolence with leadership training strategies taken from the U.S. military.

## **97. Milwaukee, Milwaukee Learning Laboratory and Institute**

**Est. 2005**

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The Milwaukee Learning Laboratory and Institute (MLLI) opened in 2005 with 90 freshman students from all areas of Milwaukee. The school will add a class every year, reaching an eventual enrollment of approximately 320 students in grades 9–12. As a Milwaukee Public Schools (MPS) instrumentality charter school, MLLI is open to any student eligible to attend MPS schools. MLLI's curriculum uses project-based learning to transition students from dependent to independent to interdependent learners.

The mission of MLLI is to facilitate learning through competent practice of continual learning, social justice, and leadership. MLLI aims to graduate high school students who are successful in postsecondary education, meaningful work, and effective community participation. A three-tiered learning community of college educators, in-service teachers, and pre-service teachers assists students in the development of strong communication, problem-solving, and analytical skills. Students at MLLI take increased ownership of their learning, which will result in correlating improvements in grade-point averages, graduation rates, and the numbers of students enrolled in postsecondary opportunities.

Upperclassmen at MLLI take advantage of internships and early college opportunities and are an integral part of the school governance structure. Project-based learning and assessment also offer students unique learning opportunities, as they incorporate and integrate their background knowledge, their varied interests, and their community into individual projects and study. Internships and projects allow students to be active community participants and democratic citizens.

With this unique approach to education, MLLI serves both the students and the greater Milwaukee community. Students will graduate from MLLI as fully functioning members and active democratic citizens, incorporating knowledge and experiences into a committed role in the community and the world.

## 98. Milwaukee, Milwaukee School of Entrepreneurship

Est. 2004

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Milwaukee School of Entrepreneurship (MSE) is an innovative high school that serves 180 eleventh- and twelfth-grade students. The cornerstone of MSE's highly effective educational program is a business-centered and post-secondary preparatory curriculum that builds student capacity for excellence by coordinating learning targets with standards-based classroom instruction methods and assessments. Students thrive in MSE's small, safe, student-centered learning environment.

Students graduate once they have completed 22 credits of specific core curriculum and elective courses and have successfully completed a portfolio for graduation. This portfolio focuses on each of the content areas (English, Math, Social Studies, Science, and Technology) as well as job skills, community and business leadership, teamwork, employability skills, responsible citizenship, personal finance, and the ability to form and sustain a successful business.

The main components of this unique academic opportunity include vast opportunities for parents and community to collaborate with staff in developing an MSE professional learning community and implementing a shared decision-making model. Other components include:

- business partnerships, job shadowing, and mentoring
- work experience (school-to-career/on-the-job training [OJT])
- preparation for college and the college application process
- opportunity to earn college credits through matriculation with Milwaukee Area Technical College (MATC) and Waukesha County Technical College (WCTC) and afternoon Advanced Placement courses
- school-based business/career simulations and hands-on learning opportunities
- guest speakers (business, community, and parent leaders)

## 99. Milwaukee, Next Door Charter School

Est. 2005

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The target population of Next Door Charter School (NDCS) resides primarily within the school's geographical service area. Recruitment is concentrated in the Metcalfe Park neighborhood, but the school serves children citywide. The majority of students are African American, and most fit the definition of at-risk. Recruitment efforts, however, target parents of any at-risk four- and five-year-old children who seek a multicultural educational experience for their children.

For the primary curriculum, NDCS has adopted the Creative Curriculum and assessment models that ensure children in the Metcalfe Park area are given the opportunity to thrive under the most difficult circumstances. Milwaukee Public Schools Learning Targets for K4 and K5 are adhered to and utilized as the framework for goal-setting for each classroom.

NDCS provides high-quality four- and five-year-old kindergarten programming. Every aspect of NDCS relates to preparing young children for success later in life. NDCS specifically addresses school readiness and the achievement gap of four- and five-year-olds by providing a holistic environment, family-focused advocacy, and a challenging, developmentally appropriate, and culturally and linguistically responsive curriculum. In addition to the teaching staff, the program has a team of Family Advocates. These social service support workers address the individual and collective needs of children and their families as well as support the teaching staff through building and modeling collaborative relationships across program lines. NDCS, along with nearby Clarke Street Elementary School, creates a potential "continuity of care" support structure for families.

The NDCS Parent Council provides oversight for the charter school program and promotes leadership development. The council also works closely with staff to encourage parent-sponsored events, promote classroom volunteer opportunities, offer educational forums and support groups, inform parents about ongoing activities, distribute parent evaluation surveys, and raise overall program awareness.

### **100. Milwaukee, Northern Star School**

Est. 2002

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The mission of Northern Star School is to provide students in grades 6–10 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.

### **101. Milwaukee, Preparatory School for Global Leadership**

Est. 2004

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Preparatory School for Global Leadership (PSGL) serves students in grades 6–8. The school's purpose is to cause a major revolution in the achievement, mindset, and quality of life in Milwaukee's urban community.

The school is multidimensional in that it works not only to educate students but also to build various partnerships to enhance leadership development. PSGL strategically uses social systems (family, peers, media, etc.) found in the lives of students.

PSGL's educational program includes:

- Small school environment—there is a 1:15 teacher-to-student ratio.
- Individual development—students are trained to think, communicate, and act effectively.
- Project-based learning—learning is interactive, student-led, and hands-on.
- Service learning—the real world becomes the classroom for learning.
- Yearly themes—each year, students work to improve a different social institution.
- Leadership portfolio—students present evidence of their leadership and learning.
- College preparation—with a strong academic focus, students are prepared for postsecondary learning.
- Multiple assessment methods—social change readiness is developed through authentic assessments, portfolios, and high-stakes testing.
- Teacher-driven management—caring for students and learning is priority; therefore, teachers are leaders and have a voice in daily operations.
- Lifelong learner staff members—teachers, staff, families, and community partners model leadership in the class and in the community and continuously set goals for personal and professional development.

## **102. Milwaukee, Professional Learning Institute**

Est. 2003

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The Professional Learning Institute is working to produce graduates so well versed in the process of their own learning that they will be considered professional learners. Students in grades 9–11 are being prepared for college, university, and/or careers. The school's goal is achieved through the use of: (1) an individualized curriculum for each student, based on his or her career interests; (2) internships that provide a mentor relationship, as well as opportunities to develop skills and knowledge in situations where they will actually be used; (3) projects designed to resolve problems or improve situations observed at their internship site; and (4) exhibitions where students present projects to advisors, parents, and mentors for evaluation and self-assessment. A small student–advisor ratio facilitates strong, supportive relationships among students, parents, mentors, and advisors. State and district educational standards are incorporated into the project-driven curriculum in order for students to master the skills necessary for their future educational pursuits and career choices.

## **103. Milwaukee, Siefert Elementary School**

Est. 2001

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

## **104. Milwaukee, Truth Institute for Leadership and Service**

Est. 2004

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Truth Institute for Leadership and Service is a professional learning community committed to improving educational opportunities for students. Truth Institute strives to implement an educational program based on high standards and the integration of several service-learning, character-building components instilled in the students through various leadership opportunities. It is this focus and need of the community in which the school is located that drives the creation of an educational opportunity, with college preparation being the ultimate goal for the 100 percent African American student population. Truth Institute currently serves students in grades 9–12.

Truth Institute provides a curriculum based on differentiated instruction, utilizing project-based learning, career and community service opportunities, leadership training, and a personalized, respectful environment. Career and community opportunities include, but are not restricted to, internships, field experiences, Web-based distance learning, and partnerships through post-high school and community placements.

Assessment occurs through performance, product, and demonstration. Truth Institute administration and staff have researched and incorporated the philosophies put forth by the National Writing Project. The staff also engages in continuous professional development through the Lorraine Monroe Leadership Institute.

Truth Institute for Leadership and Service has a unique modified schedule to allow extended educational opportunities for its students. The course offerings of the Truth Institute are in accordance with the admission requirements of most four-year colleges and universities, and all students participate in foundation classes to solidify their previous educational opportunities so that a succession of education can occur.

### **105. Milwaukee, Veritas High School**

Est. 2001

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Veritas High School opened its doors in 2001 with the mission to provide students the opportunity to complete their high school education in a program grounded in values, principles, and ethics. The school achieves this mission by offering 172 students significant personal attention and support, a rigorous curriculum that meets Milwaukee Public Schools requirements, cutting-edge technology, and extracurricular activities including sports and clubs. In addition to the core curriculum, students have the opportunity to participate in non-traditional intersession classes that help them develop additional skills. A full-time guidance counselor works with students on their vocational path. Veritas, which means “truth” in Latin, is truly a small, innovative, challenging high school developed to meet the needs of students who are looking to pursue higher education.

### **106. Milwaukee, Walker International Middle School**

Est. 2000

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Walker International Middle School is located in an ethnically mixed neighborhood and serves a diverse population that 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 in grades 6–8.

Walker International Middle School’s charter proposal is based on Colin Powell’s initiative, America’s Promise. This initiative states 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.

### **107. Milwaukee, W.E.B. Du Bois High School**

Est. 2005

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W.E.B. Du Bois High School (Du Bois) believes that students learn best in a school that is small, focused, connected to community, assessment- and statistic-driven, and guided by the tradition of social justice. The Du Bois program is based on extensive research supporting small and focused high schools. The Du Bois High School program is partnered with the Marquette University College of Communication and WYMS Radio.

Du Bois trains and educates students for leadership in their communities, the city, the country, and the world. The goal of this small high school, which opened with 130 ninth graders and will eventually grow to serve 400 students in grades 9–12, is for all students to graduate and become life-long learners, whether they decide to pursue higher education or enter the workforce. Students have access to Marquette’s College of Communication summer programs (journalism, desktop publishing, etc.).

Measurable objectives include improvement each year in Terra Nova and WKCE Tests, grades, and SAT and ACT scores; high attendance; annual

progress in closing the achievement gap for students of color and special education students; the involvement of all students in community service; and increased involvement of parents and community partners. During its first year, the school has the goals of over 85 percent attendance, scoring above the Milwaukee Public Schools average on the district mandated Terra Nova test, and making at least one and a half grade advancement the first year using Star Reading and Math pre- and post-test.

Unique features of Du Bois include a focus on communication technology along with an all-around education, both in basics and in college or employment preparation; integrated project-based curriculum; community service; strong involvement of parents; and deep ties to the community.

### **108. Milwaukee, Westside Academy I/II**

Est. 2000

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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 teaches responsibility and self-discipline. Both a Saturday academy and a summer academy offer opportunities for students to receive remedial or accelerated instruction.

### **109. Milwaukee, Whittier Elementary School**

Est. 2001

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Whittier Elementary School is a grades 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.

### **110. Milwaukee, Wings Academy**

Est. 2002

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The Wings Academy is a small school with an alternative calendar, designed to serve nontraditional students in grades 4–11 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 particularly 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 uses 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 a 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, multi-sensory 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 encourages peaceful conflict resolution, healthy eating, and regular exercise. It is Wings’s intention to address the needs of the whole child with this combined emphasis on appropriate academic instruction, social skills, and healthy choices.

### 111. Milwaukee, Wisconsin Career Academy

Est. 2000

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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.



**University of  
Wisconsin–  
Milwaukee**

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### 112. University of Wisconsin–Milwaukee, Capitol West Academy

Est. 2004

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Capitol West Academy is a neighborhood public school that creates a strength-based collaborative learning environment that attends to all differences in learning. Capitol West is committed to creating a safe, structured school environment that results in students who are prepared academically and socially to enter high school confident of their preparation and with a vision for success.

Capitol West Academy serves children in grades K4–8. In fall 2004 the school opened with grades K5–3 and will add additional grades each year in order to ensure permanence and continuity for students. The maximum

enrollment per grade is 20 to 22 children. The teachers, students, and instructional aide remain together for two academic years.

The fundamental goals of Capitol West Academy are to:

- Create a safe, student-centered environment with a high expectation for academic achievement in the areas of reading, language arts, math, social decision making, and science that will assist students in exceeding Wisconsin proficiency levels.
- Provide an environment in which all teachers foster academic, social, and emotional growth and effectively and efficiently integrate alternative learning styles to meet the learning needs of each child.
- Create a learning environment that focuses on academics through curriculum integration of Mel Levine's "Schools Attuned" model and the emphasis on attending to students' differences in learning.
- Create a learning environment that focuses on the readiness gap through the integration of Stimulating Maturity through Accelerated Readiness Training (SMART).
- Create a positive school climate through a strength-based behavior model based on principles of positive reinforcement and the philosophy of "catch them being good."
- Nurture a strong linkage and mutual accountability among family, school, and community that involves parents as partners to increase the child's positive academic and social development.
- Actively incorporate strong accountability measures to assess the success of each child and provide quantitative measures to guide continuous improvement.
- Create a culture that values diversity, respects the individual, and values learning as a lifelong source of self-mastery, joy, and meaning.
- Develop each child academically, personally, and socially with an understanding of citizenship in the United States.

### **113. University of Wisconsin–Milwaukee, Inland Seas School of Expeditionary Learning**

Est. 2005

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414-933-9713

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Using marine education as a focus, the Inland Seas School of Expeditionary Learning exists to prepare adolescent youth for access to and success in further education by combining a challenging academic curriculum with physical adventure. The school serves any high school student residing in the City of Milwaukee. The school opened with 40–50 ninth-graders; enrollment will cap at 175–200 students in grades 9–12.

The Inland Seas School's curriculum and instructional methodology feature interdisciplinary, college-bound coursework in humanities, science, mathematics, adventure/fitness, foreign language, and the arts.

The Inland Seas School's strategies to promote academic achievement and character growth include:

1. A school schedule where classes run from 8:30 A.M. to 4:30 P.M., with one day of fieldwork each week and a required Saturday session from 9 A.M. to noon
2. Five eight-day "Intensives" offered twice a year, in which students engage in an in-depth research study, a targeted academic remediation, or an adventure/fitness program
3. No credit earned for grades below C– in core subject areas
4. Monthly college visits beginning in the ninth-grade year
5. Expeditionary Learning units on the water beginning in the ninth-grade year and culminating in an elective month-long senior research voyage

6. Reading and writing literacy integrated across the curriculum
7. Marine technology sequence encompassing boat design, weather, navigation, seamanship, and systems
8. Required internships focused in an area of the student's interest or career aspirations
9. Daily small-group "crew muster," focusing on peer-to-peer relationships, guidance, literacy, and service
10. Explicit strategies to involve the family in the student's success, beginning at the initial school interview with the question, "What is your dream for your child?"

#### **114. University of Wisconsin–Milwaukee, Milwaukee Academy of Science**

Est. 2000

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milwaukeeacademyofscience.org

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 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.

#### **115. University of Wisconsin–Milwaukee, Milwaukee College Preparatory School**

Est. 2002

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An unrelenting focus on academic achievement and character development is the cornerstone of Milwaukee College Preparatory School (MCPS). We embrace an educational philosophy of love and hard work coupled with a college-bound curriculum grounded in basic skills, rich literature, and moral values. In partnership with parents, we provide a nurturing environment of high expectations and accountability that equips all students with the skills to determine their success in life.

Milwaukee College Preparatory School is a school of uncompromising academic and social expectations. In addition to a core curriculum of phonics, reading, poetry, vocabulary, foreign language, and mathematics, MCPS offers a cocurricular program twice a week.

Milwaukee College Preparatory School went by the name of Marva Collins Preparatory School from its inauguration through December 31, 2004. On January 1, 2005, the school's license agreement with Mrs. Collins was terminated and the school chose to rename itself Milwaukee College Preparatory School. The academic program, high social expectations, and overall mission of the school remain the same.

## **116. University of Wisconsin–Milwaukee, School for Early Development and Achievement**

Est. 2001

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The mission of the School for Early Development and Achievement (SEDA) is to dramatically increase developmental competencies and educational achievement of children from prekindergarten through first grade, 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 accommodates 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, ages three to five, on September 4, 2001. The school currently serves 71 children in grades K3–1, offering small class sizes and a transdisciplinary approach to curriculum, instruction, and assessment. Future plans include the creation of a child care setting, allowing SEDA to serve the full spectrum of early childhood students and their families.

## **117. University of Wisconsin–Milwaukee, Tenor High School**

Est. 2005

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The vision of Tenor High School is to provide Milwaukee children with an opportunity for a seamless educational program that includes high-level academic and technical preparation for workforce readiness and lifelong learning. The program is geared to students earning dual certification: a high school diploma and a Milwaukee Area Technical College (MATC) certificate in a trade or technical field.

Students will proceed through the Tenor High School program in two phases: *Phase One—Ninth and Tenth Grade* and *Phase Two—Eleventh and Twelfth Grade*. Phase One curriculum will:

- Develop strong standards-based academic skills (reading, writing, mathematics, and technology) and emphasize their practical application and occupational relevance
- Emphasize the importance of interpersonal communication and personal, economic, and employability skills
- Gradually and carefully explore achievable career options and courses offered by MATC
- Prepare students to satisfy two admissions requirements needed to study for a one-year MATC certificate and various state and local graduation requirements

Based on a student's progress during Phase One, students will spend the final two years in one of two programs (Phase Two):

- Students who satisfy entry-level requirements into an MATC certificate program will spend half of each day in the core curriculum at Tenor High School and the remainder of the day at MATC studying for a one-year MATC certificate in a trade or technology field
- Students who do not yet satisfy MATC's entry-level requirements will remain in the full-day curriculum at Tenor High School and continue to pursue the knowledge and skills needed to satisfy various MATC and Tenor High School course requirements. Students might need more than four years to graduate from Tenor High School with a dual diploma from Tenor High School and MATC.

## **118. University of Wisconsin–Milwaukee, Milwaukee Urban League Academy of Business and Economics**

Est. 2001

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

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.

## **119. University of Wisconsin–Milwaukee, Woodlands School**

Est. 2004

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Woodlands School is a grades K4–8 charter school that offers an innovative educational program of excellence for the whole child in a multicultural environment that prepares the child for lifelong learning in a rapidly changing society. The school, under the chartering authority of the University of Wisconsin–Milwaukee, serves the richly diverse racial, ethnic, and socioeconomic populations of the city of Milwaukee.

Students, teachers, and parents share the responsibility for learning at Woodlands. The school’s core curriculum consists of language arts, mathematics, hands-on science, and social studies. Students are grouped in multi-age classrooms with an average of 20 students, one teacher, and one teaching assistant. Learning is driven by students’ curiosity and is focused through a project-based interdisciplinary approach, with students sometimes working independently and other times on cooperative learning projects with partners or in small groups. Students in all grades take specialty classes in music, art, physical education, library studies, and French language, which are also integrated into the core curriculum to deepen the educational experience. A Time for Living curriculum allows teachers and students to focus on their rights and responsibilities to one another, the community, and the world. It includes student service projects with disadvantaged populations in the community. Student learning assessment focuses on teacher-written evaluations, student-designed portfolios, and standardized tests that measure progress toward academic goals and mastery of local and Wisconsin standards. Parents are closely involved in all dimensions of the school. Each family makes a commitment of 20 hours of voluntary service upon enrollment.

In addition to its formal curriculum, Woodlands provides a before- and after-school extension program for children to engage in supervised structured play or to complete homework in a supportive environment; an after-school enrichment program with on-site private music and voice lessons and group classes in art, dance, wellness, and forensics; and an after-school sports program in soccer and basketball.

## 120. University of Wisconsin–Milwaukee, YMCA Young Leaders Academy

Est. 2002

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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 in grades K–8. It offers wrap-around 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 empowers students to learn by fostering their development as independent thinkers. Proven methods are 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.



**Monona Grove  
School District**

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## 121. Monona Grove, Monona Grove Alternative High School

Est. 1998

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Monona Grove Alternative High School is a charter school that seeks to connect with the at-risk student mindset through meaningful academics and community building and by expanding students' knowledge of the world and themselves. MGAHS currently serves 22 students, primarily in grades 10–12.

The mission of MGAHS is to educate the whole person through both a thematic and project-based curriculum that fosters self-awareness, self-discovery, and self-respect in a non-competitive community setting.

### *MGAHS Objectives*

- Develop critical thinking skills
- Expand knowledge base
- Prepare for future school, work, or both

At the heart of the MGAHS program are the following values:

- Trust
- Respect
- Morality
- Responsibility

These core values allow students to experience control, freedom, and love, which allows them to become intrinsically motivated individuals. These values allow students to make connections in their lives and to make meaning of the world.



## Monroe School District

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Est. 2006

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### 122. Monroe, Abraham Lincoln Accelerated Learning Academy\*

The Abraham Lincoln Accelerated Learning Academy consists of Early Childhood through fifth grade and includes both regular-education students and students with special needs. The mission of the school is to accelerate the learning of all students through data-driven inquiry, reflective teaching, and powerful learning. Abraham Lincoln Accelerated Learning Academy is structured around the following principles:

- **Unity of purpose**—The whole school community decides on the goals for the school, which become the target of everyone’s efforts. Everyone in the school is pulling in the same direction.
- **Empowerment coupled with responsibility**—All members of the school community help make important educational decisions, share responsibility for implementing those decisions, and share responsibility for the outcome of those decisions.
- **Building on strengths**—There is a commitment in the school community to look for and build on each person’s strengths.

The Accelerated Learning Academy model is specifically designed to help all students reach their full potential by focusing on their strengths as learners, challenging them at appropriate levels, recognizing their unique needs, and supporting them in learning areas that are challenging for them. This is a model that is intended to enhance classroom instruction for all students through the use of enrichment activities, hands-on experiences, active learning, problem solving, and independent research. In accelerated schools, the best of what we know about education, that which is usually reserved for gifted and talented students, is shared with all students. Members of the community work together to transform every classroom into a powerful learning environment where students and teachers are encouraged to think creatively and explore their interests, and where they are given the capacity and encouragement to achieve at high levels. Accelerated schools seek out, acknowledge, and build on every child’s natural curiosity, encouraging students to construct knowledge through exploration and discovery, and to see connections between school activities and their lives outside the classroom. All of these learning experiences require imaginative thinking, complex reasoning, and problem solving. At Abraham Lincoln Accelerated Learning Academy, the following characteristics are valued:

- **Participation**—Everyone is informed, and students, parents, the school staff, and community members are invited to participate in the Accelerated School’s transformation process.
- **Communication and collaboration**—The entire school community collaboratively works toward a shared purpose by meeting and talking with others and learning from one another’s experiences.
- **Community spirit**—The entire school community builds connections and serves all students.
- **Experimentation**—The school community explores, designs, tests, and implements programs as a result of communicating about and reflecting on challenges.

- **Trust**—The school community comes to believe in one another, support one another, and focus on one another’s strengths.
- **Risk taking**—The school community features a safe environment for informed risk taking.
- **Community expertise**—The school community finds resources necessary for excellence.
- **Respect**—Regard for the work of others is shown by being open to diverse ideas and points of view.
- **Equity**—Accommodations are provided so that all students can learn and succeed.

### **123. Monroe, Monroe Alternative Charter School**

Est. 1998

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608-328-7227  
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The Monroe Alternative Charter School serves 50 at-risk students in grades 6–8, 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.

### **124. Monroe, Monroe Alternative Middle School**

Est. 2005

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The Monroe School Board of Education approved the charter for the Monroe Middle School Alternative Charter on July 25, 2005. The school opened with 12 students and three teaching staff members. It is estimated the school will eventually serve 35 to 40 at-risk students.

The school is housed in a 6,127 square-foot facility that has been modified for middle school student use. The school is located on the west end of Monroe and is near the Monroe Fitness Center—which is used for physical education—as well as Honey Creek Park and the Monroe YMCA. Each student has his or her own individual study station equipped with a computer, a printer, and an Internet connection. There is also a large kitchen for teaching life skills and four large classrooms that can be used for group activities.

This program focuses on five components—academics, technology, life skills, AODA (alcohol and other drug abuse) training, and service learning—that will help prepare students for transition to the high school or the alternative charter high school. The belief that all children have strengths is stressed and the program utilizes a positive, supportive environment that empowers students. Students are taught to make appropriate choices and to take responsibility for their actions.

### **125. Monroe, Monroe Independent Education Charter School**

Est. 2003

Dan Bauer  
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Monroe, WI 53566-1763  
888-947-6437  
dan.bauer@monroe.k12.wi.us

The Monroe Independent Education Charter High School opened in August 2002. The school offers a 22-credit Monroe Board of Education–approved high school diploma for students in grades 9–12.

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), 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 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.

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 operates year-round, with the teaching staff having extended year contracts. The many credit options available to students allow for maximum flexibility in working toward graduation.

### **126. Monroe, Monroe Virtual Charter School\***

Est. 2006

Dan Bauer  
801 32nd Avenue  
Monroe, WI 53566  
888-947-6437  
dan.bauer@monroe.k12.wi.us

The Monroe Virtual Charter School serves the needs of at-risk students in grades 6–8. These students include those who are expelled, those considered to be a safety risk within the traditional school setting, those with medical needs who cannot attend a traditional school setting, those who are homebound, those who are credit deficient, and those with extraordinary needs. The courses allow students to pursue divergent interests and are self-paced to address individual learning styles.

The diverse curriculum offerings, which are designed to build basic skills, as related to the Wisconsin Performance Standards, assist students in narrowing the achievement gap.

Parent encouragement and support, which is acquired through face-to-face registration, quarterly meetings, and e-mail and telephone communication, is vital to the success of the students. Community and parent involvement is facilitated through the advisory council that has been established.



**Mukwonago Area  
School District**

Paul A. Strobel  
423 Division Street • Mukwonago, WI 53149-1294  
262-363-6304

### **127. Mukwonago, Eagleville Elementary Charter School**

Est. 2004

Lynn Furey  
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Eagle, WI 53119  
262-363-6258  
fureyev@wi.rr.com

The Eagleville Elementary Charter School aim is clear—nurture students in a creative, community-spirited atmosphere that imbues children with a respect for the past and a deep regard and responsibility for their environment and its future.

The Eagleville Elementary Charter School is a grades 1–5 charter school conversion in the Mukwonago Area School District and is located in a rural setting next to Eagle Spring Lake in the southeastern portion of Waukesha County. Eagleville Elementary School, currently with approximately 100 students, has been in existence since 1849 when it began as a small country schoolhouse, much like those that were common in Wisconsin at the turn of the last century. A dedicated team of parents and educators has worked to develop a charter school by enhancing the existing curriculum with the following key features:

- an environmental focus and environmental stewardship
- integrated curriculum opportunities

- whole school thematic approach
- commitment to character development
- place-based/project-based learning emphasis
- foreign language instruction
- community awareness, involvement, and responsible citizenship
- before- and after-school program available for families
- joint governance by teachers, parents, community members, and administration

Eagleville School is unique in its long historical commitment to academic excellence and close ties to the community. Its essence is the family-like extension of the home. Eagleville Elementary Charter School offers a richness of educational opportunities that can best be found in a small, rural setting and takes full advantage of the unique natural surroundings, which include the Mukwonago River, Jericho Creek, Eagle Spring Lake, wooded areas, wetlands, and natural prairie.



**Neenah Joint School District**

James M. Wiswall  
 410 South Commercial Street • Neenah, WI 54956-2593  
 920-751-6800

**128. Neenah, Alliance Charter Elementary**

Est. 2004

Robert Lindner  
 215 East Forest Avenue  
 Neenah, WI 54956-2765  
 920-751-6970  
 blindner@neenah.k12.wi.us

Alliance Charter Elementary is a K–4 charter school; grade 5 was added in 2006–2007. It has a current enrollment of approximately 100 students and is an instrumentality of the Neenah Joint School District. Alliance’s mission is to provide an active, multiage learning environment utilizing the best practices of Montessori and project-based learning along with foreign language and piano keyboarding. This unique environment develops resourceful, responsible, global citizens who can successfully meet life’s challenges. Parents are actively involved in volunteering in and outside the classroom and provide leadership on the site advisory council. The teachers at Alliance have received extensive training in the Montessori philosophy and curriculum as well as project-based learning. Alliance provides a unique, innovative choice in public education in the Fox Valley.



**Neillsville School District**

John Gaier  
 614 East 5th Street • Neillsville, WI 54456-2026  
 715-743-3323

**129. Neillsville, Clark County Charter School**

Est. 1998

Kelly Timmons  
 1115 West 4th Street, Suite A  
 Neillsville, WI 54456  
 715-743-7443  
 ktimmons@cesa10.k12.wi.us

The Clark County 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 chartered in 1998 to meet the needs of approximately 25 at-risk high school students in grades 9–12. 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.



**New Lisbon School District**

Edward Dombrowski  
500 South Forest Street • New Lisbon, WI 53950-0205  
608-562-3700

Est. 1999

Michele Yates-Wickus  
N11003 17th Avenue  
Necedah, WI 54646  
608-742-8811  
yatesm@cesa5.k12.wi.us

**130. New Lisbon, Juneau County Charter School**

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 in grades 7–12. 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.



**New London School District**

Bill Fitzpatrick  
901 West Washington Street • New London, WI 54961-1698  
920-982-8530

Est. 2002

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

**131. New London, Challenging All Students to Learn Effectively (CASTLE)**

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 meets the individual learning styles, abilities, and needs of students in the New London School District. There are two entities to New London High Schools Charter School: the daytime program and an evening program. Some students, in order to acquire graduation credits, are enrolled in both the day and evening programs.

Due to smaller class loads, teachers are able to become better acquainted with the students and their individual needs, both academic and emotional. The students have a sense of security at CASTLE. Teachers see an increase in self-esteem and an improvement in attitude.

A unique offering of the CASTLE Learning Center is its Credit Recovery program. During Credit Recovery students are allowed to earn credit for classes they have previously failed. They are allowed to earn one-half

credit in a nine-week period rather than the traditional 18. The guidelines for credit recovery are very strict, the work is intense, and attendance is also a factor.



**Northern Ozaukee  
School District**

William R. Harbron  
401 Highland Drive • Fredonia, WI 53021-9499  
262-692-2489

**Est. 2003**

Daniel Hanrahan  
401 Highland Drive  
Fredonia, WI 53021-9499  
262-692-3988  
dhanrahan@k12.com

### **132. Northern Ozaukee, The Wisconsin Virtual Academy**

The Wisconsin Virtual Academy (WIVA) is a 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.

The Wisconsin Virtual Academy’s program combines 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 also addresses 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 not only achieve high standards; they 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 oversees the learning of each student. The teacher is 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, work with students in their home-based schools, guiding them through the instructional program.



**Oak Creek-Franklin  
School District**

Sara Larsen  
7630 South 10th Street • Oak Creek, WI 53154-1912  
414-768-5886

**Est. 2001**

Lisa Kujawa  
6201 South Barland Avenue  
Cudahy, WI 53110-2951  
414-768-6176  
l.kujawa@oakcreek.k12.wi.us

### **133. Oak Creek-Franklin, Connects Learning Center**

Connects Learning Center (CLC) is a charter school program for at-risk, ninth- to twelfth-grade students from the school districts of South Milwaukee, Oak Creek, and Cudahy. The CLC mission is to equip each student with the skills and strategies essential to future success in college, technical school, and employment through a diverse, individualized curriculum that engages students. The school’s policies and expectations instill responsibility. The curriculum emphasizes writing, research, and speaking activities. 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 the graduation requirements of their respective districts and to participate in state proficiency tests. Public service and work experience are also included in the curriculum. Parental involvement and community partnerships are key to CLC's philosophy, with South Shore YMCA serving as a significant affiliate. Parents are expected to attend initial intake and annual interviews with their daughters or sons. Parents also participate in conferences, attend school board meetings, and assist in the improvement and expansion of Connects Learning Center. The three participating districts oversee CLC's operations, with South Milwaukee acting as the fiscal agent. The powerful connections of the school districts, parents, local businesses, and neighboring communities facilitate the unusual success of CLC students.

### 134. Oak Creek–Franklin, Early Learning Academy\*

Est. 2006

Christopher Gabrhel  
3871 E. Bluestem Drive  
Oak Creek, WI 53154  
414-768-5220  
c.gabrhel@oakcreek.k12.wi.us

Early Learning Academy provides education to students entering kindergarten with skills considerably below the level of most of their peers. Early Learning Academy provides curriculum to students to develop basic math and reading skills. Through a variety of exploratory play-based experiences building strong literacy, language and math skills, and other school-readiness skills, the focus of the curriculum supplies students with language and literacy skills that are essential to future success in school. Each student's social and personal skills are enhanced in a nurturing school environment.

In addition to a strong educational component for the students, the Early Learning Academy provides parent education for families.



#### Oconto Falls School District

David C. Polashek  
200 North Farm Road • Oconto Falls, WI 54154-1221  
920-848-4471

### 135. Oconto Falls, Falls Alternative Learning Site

Est. 1998

Becky James  
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Oconto Falls, WI 54154  
920-848-4455  
becjames@ocontofalls.k12.wi.us

The 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 at-risk students in grades 9–12 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 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.

### 136. Oconto Falls, Spruce School

Est. 1998

Thomas Menor  
7904 County A West  
Lena, WI 54139  
920-829-5204  
tommenor@ocontofalls.k12.wi.us

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 multiage 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 multiage learning centers.

The school is located in an isolated part of the Oconto Falls School District. The Spruce School uses its rural setting as an opportunity to tie much

of the multiage 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.



**School District of  
Osceola**

Roger Kumlien  
331 Middle School Drive • Osceola, WI 54020  
715-294-4140

**Est. 2006**

Josh Robinson  
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Osceola, WI 54020  
715-294-2127 ext. 403  
robinsonj@osceola.k12.wi.us

### **137. Osceola, Osceola Career Charter School\***

The Osceola Career Charter School (OCCS) is an initiative of the School District of Osceola and is open to eleventh and twelfth graders. The mission of the OCCS is to provide a connection among traditional academics, leadership and technology, and real-world applications of those skills. Using a student-centered approach to learning, the school makes use of project-based learning that links the Wisconsin Model Academic Standards and Informational and Technology Literacy Standards to a workplace setting.

Because the school is free of the traditional eight-period day, students experience focused project time for part of their school day, which provides time to collaborate with the charter facilitator as well as self-directed work time. Students also benefit from community and business partnerships that place them in work settings for career-related performance and learning.

All students are involved in the planning, implementation, and assessment of projects, which include academic and career portfolios with specific technology requirements that can be tied to the community experience. A specific focus on communication skills, both written and verbal, is also emphasized in the OCCS curriculum.

Students of the OCCS experience academic rigor paired with career relevance, providing them with a seamless transition to either the world of work or postsecondary education.

### **138. Osceola, Osceola Charter Preschool**

**Est. 2005**

Peggy Weber  
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Osceola, WI 54020  
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weberp@osceola.k12.wi.us

Osceola Charter Preschool was developed to provide a public choice for four-year-old kindergartners in Osceola, with specific attention to each child's social, emotional, and behavioral development. Using a blended model from the Creative Curriculum for academic areas, the Second Step Curriculum for general social/emotional development, and Play Therapy techniques for behavioral interventions, the school's goal is to provide early intervention for children and families in order to smooth their transition into full-day kindergarten programs.

Osceola Charter Preschool operates on a model of four half days per week, with children attending approximately three hours per day, either morning or afternoon. Groups run from 18 to 20 children, with children with disabilities from the Early Childhood program blended in based on parent choice or child need. Instructional themes are utilized, as is standard in most preschool settings, to organize learning opportunities over the course of the school year.

The Creative Curriculum materials support the motto of Osceola Charter Preschool: "Where children learn to play, and play to learn." Children learn best when they have a variety of learning formats over the course of their day: about one-third of their time can be more structured, one-third guided choice, and one-third free choice.

One additional major element in our charter school is the Parent Co-op. Recognizing the need to actively engage our preschool parents as partners in this undertaking, the preschool model includes parent involvement goals of three hours of service per family each month to the school and attendance in at least three parent education sessions each school year. We hope to develop not only stronger kids and stronger families through our model, but also a stronger Osceola community.



**Oshkosh Area  
School District**

Ronald A. Heilmann Jr.  
P.O. Box 3048 • Oshkosh, WI 54903-3048  
920-424-0160

### **139. Oshkosh, Accelerated Alternative Learning Program School**

**Est. 2004**

Shelly Muza  
108 West New York Avenue  
Oshkosh, WI 54901-3795  
920-424-0349  
shelly.muza@oshkosh.k12.wi.us

The Accelerated Alternative Learning Program School (ALPs) is designed to serve 40 students in grades 3–8. The primary goal of ALPs is to prevent or ameliorate at-risk behavior by providing students with an alternative to the traditional school environment. ALPs creates an “optimal match” among the curriculum, emotional/social expectations and support, and the student’s abilities and needs. ALPs provides an educational, social, and emotional environment that is appropriately suited to the unique needs of students whose academic, intellectual, and creative abilities place them at risk, and whose needs cannot reasonably be met by the traditional school program.

#### *Innovation, Unique Programs*

- The pace of instruction and learning is much more rapid and in-depth than could be expected in the regular classroom setting.
- Grade placement is irrelevant in terms of the student’s curricular expectations. All learning is based on student needs, abilities, interest, and motivation.
- The teachers and students, based on learning and social/emotional needs of the students, exchange traditional schedules in favor of project- and theme-based timelines that allow for flexibility and are managed.
- Community integration and interaction are hallmarks of this school program, as the direct application of the academic and social/emotional benefits of community service are an important aspect of the ALPs experience.
- ALPs utilizes a specialized guidance curriculum that increases students’ social skills and decreases their sense of isolation or separation.

## 140. Oshkosh, EAA Charter School

Est. 2001

Barbara Herzog  
1225 North Oakwood Road  
Oshkosh, WI 54904-8456  
920-424-0164  
barbara.herzog@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.

The curriculum and learning approach includes Web-based and distance-education links to the EAA Aviation Foundation to provide access to aviation resources (aeronautics 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.

## 141. Oshkosh, East High School

Est. 2004

Jeff Walters  
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Oshkosh, WI 54901  
920-424-0160  
jeff.walters@oshkosh.k12.wi.us

The primary goal of Oshkosh East High School is to offer students who are at risk the opportunity to achieve their high school diplomas in a non-traditional educational setting that is focused on career development and exploration. Many of the students are behind their peer group in credits needed to graduate. The Oshkosh East High School staff works with students in grades 9–12 in mapping out their educational needs. Together they develop a plan to implement accelerated course work that is career-focused and based on standards and benchmarks so that students will meet the requirements of graduation in a timely fashion. Many of these students are at risk due to truancy or credit deficiency or because they are parents or have social/emotional issues and/or substance abuse problems.

- The Oshkosh East High School learning environment is focused on individual students' postsecondary career goals and on helping the student achieve the 22 credits required to attain an Oshkosh Area School District high school diploma.
- Curriculum options offered to all students include technology-based core classes, work experience, community service learning, and community-based learning opportunities.

The school provides flexible scheduling to accommodate the needs of at-risk students. Oshkosh East High School is staffed from 7:00 A.M. until 5:00 P.M.

## 142. Oshkosh, Journeys School

Est. 2004

Jeff Walters  
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Oshkosh, WI 54901  
920-232-0673  
jeff.walters@oshkosh.k12.wi.us

Journeys charter school provides students in grades 7–12 and their families with an alternative to the traditional school environment. Journeys is a project-based school where learning is student-directed. There are no courses, no bells, and no teachers delivering lessons to classrooms of students. Rather than taking traditional courses, students complete 11 standards/performance-based projects each year. The teachers/advisors counsel and guide the projects to help all students master the required Wisconsin Model Academic Standards and Oshkosh Area School District Benchmarks in the core subject areas. The completed projects also show mastery of the standards and benchmarks in elective areas.

Technology is an important and integrated educational tool. Students use technology such as video conferencing, digital imaging, and presentation software to access and share information. Computers are available for student research, data storage, and creative design. Basic skills are acquired with one-on-one assistance, when necessary, and in small groups when more effective and efficient. All groupings are flexible and outcome-driven, not time-driven. In order to be awarded credits, students must demonstrate proficiency as applied to the standards. Seniors are required to present a major research project involving community experts. Journeys students are awarded an Oshkosh Area School District diploma upon graduation.

### **143. Oshkosh, Merrill Elementary Healthy Living Charter\***

Est. 2006

Julie Brilli  
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Oshkosh, WI 54901  
920-424-0420  
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Merrill Elementary Healthy Living Charter, servicing kindergarten through fifth grade, is an innovative approach to education that provides our students with an equal opportunity to learn while developing lifelong healthy choices. We believe that by providing a solid foundation of excellent academics, health, nutrition, and stress-management techniques, students will have the ability to reach their greatest potential. This approach to education is looking to close the achievement gap between our lower socioeconomic students and their peers while providing our entire student body with a solid foundation of academic, physical, and emotional health.

The teaching and learning practices proposed in the Healthy Living Charter address the basic components needed for our students to experience optimum learning in the educational setting. The Merrill Elementary community believes there is a direct relationship among a healthy body, a healthy emotional state, and a healthy, productive mind. We believe that by providing our students with healthy opportunities, they will not only have a greater chance of attaining academic success, but they will take with them the knowledge base from which to make lifelong healthy choices as adults.

The design of our school consists of three basic components: academic health, physical health, and emotional health.

#### **Academic Health**

- Our instructors use best classroom practices that support authentic learning and provide students with continual feedback to support achieving their maximum potential.
- Our staff, students, and families collaboratively problem solve individual student needs through a structured system of early intervention student servicing while using progress monitoring data collection to determine academic success in individual students.
- Our students meet state and national standards through standards-based instruction based on the Oshkosh Area Benchmarks.

#### **Physical Health**

- Our students engage in a minimum of 20 minutes of physical activity each school day.
- Our instructors incorporate physical movement into lessons throughout the day, when appropriate.
- Our students are provided with healthy breakfast and lunch options and are educated as to how those choices affect their overall health and well-being.
- Our students' families are provided with physical and nutritional health resources.

- Our students receive routine health assessments and set personal health goals.

#### **Emotional Health**

- Our students engage in stress management: relaxation, breathing, and meditation techniques throughout the day.
- Our classes begin their day with a morning meeting to welcome each individual student into the educational setting and set the tone for learning and mutual respect and acceptance.
- Our students are educated in antibullying, the need for accountability, and the aspects of repaying the harm when they have wronged another.

Through these three basic components, our students will experience increased physical and emotional well-being and in turn experience increased academic achievement, decreased occurrences of negative behavior, and increased attendance.

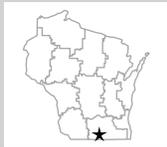
### **144. Oshkosh, Oakwood Environmental Education Charter School**

**Est. 2003**

Kirby Schultz  
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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 have also achieved proficiency based on performance benchmarks associated with environmental content standards 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.



**Parkview School District**

Gary Reineck  
P.O. Box 250 • Orfordville, WI 53576-0250  
608-879-2717

Est. 1999

Christopher Nelson  
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Orfordville, WI 53576-0250  
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cnelson@parkview.k12.wi.us

### 145. Parkview, Parkview Charter School

The Parkview Charter School serves 20 at-risk students in grades 9–12. 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 intelligences 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.



**Portage Community School District**

Daniel Pulsfus  
904 De Witt Street • Portage, WI 53901-1726  
608-742-4879

Est. 1999

Tim Peterson  
117 West Franklin Street  
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### 146. Portage, Portage Academy of Achievement

The Portage Academy of Achievement serves 36 to 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 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.

## 147. Portage, River Crossing Environmental Charter School

Est. 2002

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The Portage Community School District, located in the City of Portage in both Columbia and Marquette counties, started the River Crossing Environmental Charter School to better meet the unique needs of individual learners in grades 4 and 8. The school has successfully created an alternative beyond the traditional school setting, allowing the district to construct programs that are individually tailored to meet a variety of learner needs and providing the community with the type of citizenry it may be proud of.

The River Crossing Environmental 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 strategies, constructivist approaches, and self-directed learning. In addition, the curriculum is highly integrated with technology applications. Students are intrigued by the “school without walls” philosophy essential to the charter design. The program is designed to recognize alternative methods essential to the development of the students’ intellectual, physical, and social capabilities, while being sensitive to the unique set of attributes and needs that each individual brings with him or her. Emphasis is on providing a sense of community by linking students to democratic values, a concern for others and the environment, an understanding of the community and surrounding culture, and a sense of caring and appreciation of their own abilities and skills.

The environment-based program utilizes the surrounding Portage area community and rich environmental resources very broadly as an outdoor learning laboratory.

Enrollment is open to all seventh- and eighth-grade students interested in a different way of learning and who enjoy being outdoors and learning about environmental topics. Currently there are 18 students enrolled in the school.



**Racine Unified  
School District**

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## 148. Racine, McKinley Middle Charter School

Est. 2000

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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 inner-city 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.

## 149. Racine, REAL School

Est. 2000

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The Racine Educational Alternative Learning Experience (the REAL School) was established in 2000 and represents the creation of an educational 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 in grades 6–12 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.



### Rhinelander School District

Roger Erdahl  
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## 150. Rhinelander, Northwoods Community Elementary School

Est. 2004

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Northwoods Community Elementary School (NCES) is a school that creates a variety of project-based learning opportunities for its grades K–5 students to achieve academic success and deepen community roots. By establishing strong and collaborative student, teacher, parent, and community partnerships, a Northwoods Elementary student learns, from an early age, how lifelong learning is building knowledge with others.

The work of the small rural school is no longer to emulate the urban or suburban school, but to rightfully attend to its own place. Northwoods Community Elementary School has a rich history of education at its rural site. Located in a region of Wisconsin's northern lake and woodland countryside, NCES reflects the small farms, forestry practices, and tourist recreation economy, all of which are centered on the natural resources abundant at the students' doorsteps. The project-based pedagogy takes full advantage of the surrounding area for students to develop an understanding of home: its social structure, its history, its economy, its music, its art, and its ecology. In short, community projects and field study opportunities abound.

Integrating schooling with the day-to-day life of the community provides students with an opportunity to be a part of society now rather than at some time in the distant future. This powerful learning goes far toward reducing the growing alienation among young people as civically responsible citizens.

By studying the watershed, building park benches, raising and caring for animals, designing and sustaining a productive garden, interviewing elders about the cultural heritage of home, and helping to serve the needs of others, these students are engaged both academically and socially in the life of the community. Likewise, central to NCES are academic basic skills mastery and technology literacy, evident in every classroom, and applied in a wide assortment of projects.

## 151. Rhinelander, Northwoods Community Secondary School

Est. 2004

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Northwoods Community Secondary School (NCSS) offers an innovative choice for students attending grades 6–12 to become part of a smaller learning community in a technology-enriched environment distinctive for its rigorous project-based curriculum, assessment techniques, shared school governance, and dynamic community-enhanced learning opportunities. This environment strives to combine high expectations and a meaningful course of study with powerful, sustained involvement of caring adults who mentor, advise, and support students throughout their educational careers.

Northwoods Community Secondary School is the School District of Rhinelander's first secondary charter school, providing choices that meet the educational needs of all its students. This includes creating a learning environment that expects students to learn challenging, interesting, and relevant standards-based material. It also provides a standards-based virtual alternative for students who are currently educated at home.

Northwoods Community Secondary School provides a choice for students to be members of a project-based learning community, with an opportunity to make meaningful contributions to economic and natural resource projects. By upholding the mission of the School District of Rhinelander to "provide challenging opportunities for each student to succeed in a changing world," this innovative charter school demonstrates the district-held belief that "families, students, schools, and communities are responsible for empowering all students to achieve their greatness."

Encompassing a standards-based, project-oriented curriculum benefiting the community, Northwoods Community Secondary School engages students as scholars, active citizens, friends and neighbors, and, above all, learners who make the Rhinelander community the focus of serious study. By integrating academics with the daily life of the community, students have an opportunity to be a part of society now, rather than at some time in the distant future.



**Rice Lake Area  
School District**

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## 152. Rice Lake, Barron County Alternative School

Est. 2001

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The Barron County Alternative School, which enrolls 27 at-risk students in grades 9–12 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 help them 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.



### **Richland School District**

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### **153. Richland Center, Comprehensive Learning Center**

**Est. 2000**

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The Comprehensive Learning Center provides meaningful educational experiences for students with the most severe school adjustment problems in grades 9–12. 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 (competency-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.



### **Ripon School District**

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### **154. Ripon, Ripon Exploration and Application Charter High School\***

**Est. 2006**

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The Ripon Exploration and Application Charter High (REACH) School applies research-based programming to the chronic challenge of tailoring instructional strategies to fit with the diverse ways of learning that characterize any student population. Instead of fruitless repeated attempts to pound square pegs into round holes, the Ripon School District offers high school students in grades 9–12 the opportunity to meet high state and local academic standards by developing their kinesthetic aptitudes (also variously referred to as “learning by doing,” “hands-on learning,” and “inquiry-based education,” among other descriptions). REACH students concentrate on core content classes working with a cross-disciplinary corps of REACH staff members and integrating the following learning, behavioral, and application components into their high-school experience:

1. Bernice McCarthy's 4MAT instructional model—This model has proven successful in both classroom instruction and student attainment of proficiencies using linked assessment methods. The 4MAT system balances teacher-directed instruction with learner-directed activity, and students learn to appreciate their own learning styles and the need for balance.

2. Boys' Town Social Skills program—This program has proven to be effective in changing unruly classrooms into well-managed, positive learning environments where students routinely display societally appropriate interaction skills. The Boys' Town Social Skills program is critical in that it provides the foundation for behavioral expectations that are easily taught, understood, enforced, and transferred to situations outside the classroom.
3. Search Institute's Developmental Assets program—The asset-building approach utilizes the strengths that students bring with them into the classroom and uses those strengths as springboards to develop other assets, skills, and positive behaviors. The REACH School relies heavily on parent communication and personal accountability in a compassionate environment to promote success built on personal strengths.
4. Service learning—REACH School students will complete a minimum of five service-learning projects during their high school career, culminating in a senior-year project, to create civic engagement, build personal pride, and incorporate a demonstration of proficiencies. The REACH School's service-learning requirement is coordinated with the Ripon College Office of Community Engagement, which acts as a liaison with a wide variety of community programs and services.

The REACH School consists of two two-year instructional loops. A two-year loop of ninth- and tenth-grade students provides combined grade-level core subject courses, so all classes incorporate multiple grade levels to facilitate leadership development for students and curricular focus for teachers. Another two-year loop (established during the second year of REACH School operation) includes eleventh- and twelfth-grade students as they participate in advanced-level core subject courses.



**River Falls School District**

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715-425-1800

**155. River Falls, Renaissance Charter Academy**

**Est. 1999**

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The Renaissance Charter Academy 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 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.

## 156. River Falls, River Falls Public Montessori Academy

Est. 2002

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The River Falls Public Montessori Academy is designed to offer families in the River Falls area 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 are 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 to 7) are 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.



**Sauk Prairie School District**

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## 157. Sauk Prairie, Merrimac Community Charter School\*

Est. 2006

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Merrimac Community Charter School (MCCS) was created in order to elevate the existing learning environment at Merrimac Elementary School and to inspire students to take pride in their education by applying what they learn to the community that surrounds them. Utilizing a community-based model, Merrimac combines the principles of place-based education with its existing multiage instruction (grades K–2 and grades 3–5), involving parents and the community in curriculum development, education, and governance. The curriculum is inspired by and derived from the diverse community that it serves, utilizing the local history, culture, and natural resources surrounding Merrimac to expand the classroom beyond school grounds and to relate classroom education to the outside world. MCCS has a strong focus on literacy and mathematics skills achievement and integrates core material with project-based learning. With a project-based learning component, MCCS supports a constructivist learning approach where students are encouraged to use skills taught in the classroom to construct their own knowledge for various projects, both within the school and in extramural opportunities. MCCS addresses all student needs, including those of at-risk and disabled students, by utilizing a combination of early

intervention and increased parental involvement, which is an integral part of this charter and will advance The New Wisconsin Promise. By attaching real-world significance to education and embracing local culture, students will gain a unique appreciation for where they live, and consequently who they are. Instilling community pride by connecting students to one another by using a multiage format for instruction will exhibit itself in measurable successes. Involving parents and community members in the educational process will also lead to shared accountability for education, which we believe will strengthen and augment the learning program provided at Merrimac. Encouraging strong parental involvement, forming teaching partnerships between parents and educators, leveraging community resources, and connecting education to the outside world all combine to form a powerful and effective learning environment. We expect these improvements to the school's program will translate directly into improvements in education.



**Sheboygan Area School District**

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**158. Sheboygan, Riverview Academy Charter School**

Est. 2005

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Riverview Academy Charter School, chartered in June 2005 by the Sheboygan Area School District, enrolls 130 high school students in grades 9–12. The self-contained charter school is comprised of an innovative three-pronged educational program:

1. **The Core Academy:** Newly enrolled students (typically freshmen) first participate in the Core Academy, which provides an intensive focus on developing core skills in reading, writing, and mathematics along with a social/behavioral support component.
2. **The Career Academy:** Following the Core Academy, sophomore-level students begin staff-mentored participation in the two-year Career Academy, which provides a standards-based, authentic curriculum in which vocational exploration provides the integrating context. Students engage in different Career Academy experiences based on individual interest; the charter school offers students numerous choices to investigate a variety of careers.
3. **The Graduate Academy:** The last phase of Riverview Academy is the Graduate Academy, open to senior-level students. Between August and October of a student's senior year, he or she meets with advisors to develop a unique second-semester plan for a community-based internship or apprenticeship, work experience, service-learning project, or more intensive, classroom-based, college-preparatory course work.

Riverview Academy utilizes research-based tenets of effective programming that help all students (especially those at risk) to meet challenging standards, including: a small, supportive, and family-like environment; an intensive focus on reading, writing, mathematics, and higher-order thinking skills; a community concept in which staff members collaborate to develop and achieve the school's learning goals; a Personal Learning Plan and Adult Advocate for every student; a curriculum supported by experiential applications of knowledge and skills to give learning real-world relevancy; and adoption of a set of essential skills—in language, writing, mathematics, social studies, science, and the arts—that students must demonstrate mastery of in order to graduate.

## 159. Sheboygan, Washington School for Comprehensive Literacy\*

Est. 2006

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Washington School for Comprehensive Literacy adopts the components of the Comprehensive Literacy (CL) Model, which was developed as a school-wide reform model by Dr. Linda Dorn and others at the University of Arkansas at Little Rock. This model aligns all the pieces that help students meet high standards: standards, assessments, curriculum frameworks, instructional materials, school organization, school management, and professional development. The strategies and approaches common to the original model are integrated into all academic instruction. Students are challenged to make connections across content areas as they become self-regulated learners working toward higher levels of understanding through transfer, analysis, synthesis, and application. The charter school is an instrumentality of the Sheboygan Area School District and is a conversion of a current elementary school, serving a diverse population of students in grades K–5.

Critical to this educational program is the commitment to differentiated instruction, which focuses on the maximum level of development the child can reach with assistance. A workshop approach across the curriculum enables students to acquire strategies for self-regulating their learning. The workshop has five components that scaffold student understanding and knowledge: (a) mini-lessons, (b) small-group instruction, (c) independent practice or working with peers, (d) one-to-one or small group conferences, and (e) share time.

The model puts high priority on increasing the opportunities for students to talk about content more deeply. Teachers are responsible for creating environments that recognize the power of language for learning. All teachers will include literature discussion groups regularly and will have deep conceptual understanding of the importance of discourse in learning. Teachers will be aware of the stages of oral language acquisition and will plan for students to have extended, frequent opportunities to talk throughout the day. Teachers will use skills to provide prompts that guide discussions and build students' capacity to engage in literate discourse.

Other concepts that provide the foundation for instruction in the charter include a "framework for literacy," which is a balanced literacy approach with explicit instruction in the essential components of a K–5 reading program: phonemic awareness, phonics, fluency, vocabulary, comprehension, and the writing process. Teachers at each grade level will have extended, uninterrupted reading and writing instructional blocks daily.

Coaching and mentoring sessions emphasize apprenticeship techniques for supporting teachers who are implementing the curriculum. Model classrooms are implemented at each grade level and are used as learning labs for other teachers.

A schoolwide assessment system includes school reports, reading and writing assessment graphs, and ongoing formal and informal assessments. These assessments allow student progress to be monitored from quarter to quarter. The results from these assessments are made visible for teachers using an Intervention Wall. The wall is also used to identify students who need extra support and to plan interventions to meet the specific needs of those students. A variety of quarterly assessments are used to monitor student progress, to study schoolwide trends, and to schedule intervention meetings to develop a plan to accelerate student progress.



**Shorewood School District**

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Est. 2005

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**160. Shorewood, New Horizons for Learning**

New Horizons for Learning (NHL) offers learning structures that fully engage students by providing a meaningful and challenging academic component integrated with a motivating and empowering life transitions component. New Horizons serves at-risk students in grades 10–12 and is comprehensive in addressing the needs of the whole child—academic, career/postsecondary, and social/emotional. It offers a low student–teacher ratio of 12:1, which allows for better engagement between students and teacher. An emphasis on student participation, self-advocacy, and self-assessment helps to foster a feeling of being valued and a contributor to one’s community. When learning is more responsive to needs, interests, and talents, students have an opportunity to feel affirmed and challenged in the classroom and are thus more likely to experience success in meeting student performance standards. Students work with the teacher for three hours per day, during the morning or afternoon session, and are engaged the other half of the day either in a non-core class, an internship, or a field learning experience via community resources, area employment, and/or co-curricular activities.

The charter school’s classroom component utilizes project-based learning methods integrating standards and core area proficiencies, cooperative learning, online curricula, and supplemental and enrichment materials. Individual student portfolios are developed in conjunction with an identified area of interest or specific projects determined by each student and approved by the charter school teacher.

Parents and community members share involvement via an active Advisory Council and by serving as volunteers and guest speakers. Parents are additionally involved in the development of their child’s Individual Learning and Career Plan Enrollment Contract. Community resources provide sites for the school’s work experience or service-learning components.



**Sparta Area School District**

John Hendricks  
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Est. 2004

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**161. Sparta, Lakeview Montessori School**

Lakeview Montessori School offers an achievement-oriented, student-driven educational choice to kindergarten, first-, second-, and third-grade students and their parents. Lakeview Montessori School provides a learning community, teachers, and classrooms in keeping with the vision of the Montessori educational model. The school nurtures the whole student with daily, specific activities that facilitate growth in the physical, emotional, social, aesthetic, and cognitive domains. The openness of the learning community is strengthened by its focus on nurturing sensitivity for living things: plants, animals, and each other. Cognitive success is assured as each student advances at his or her own pace while studying music, language/read-

ing, mathematics, science, art, history, geography, and foreign language. Student-directed learning allows students to advance academically as fast and far as they desire, or to work slowly with a more gentle increase in challenge. Teachers receive intensive training in the Montessori philosophy and methods. This rigorous training creates a unified philosophy of education, consistent application of instructional methods and use of materials, and observational skills that facilitate struggling students' understanding of missing links to success.

Lakeview Montessori School readily involves parents and community members in the educational process. Parents and community members serve on the Site Council, thereby having direct control over the direction, accountability, and future of Lakeview Montessori School. They are taught about the specifics of Montessori education, child development, and social, emotional, physical, and cognitive changes they might see as their child grows and develops within the context of the Montessori educational setting. They participate in their child's educational experience as well as in the management and global evaluation of the school.

## **162. Sparta, Sparta Area Independent Learning School (SAILS)**

Est. 2004

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The Sparta Area Independent Learning School (SAILS) provides an educational journey for at-risk high school learners (grades 9–12) and those ages 18 to 20 who are in danger of not graduating or who did not graduate due to lack of sufficient credits. For students who struggle academically, a school with a low teacher–student ratio, individualized instruction and testing, and high social support can provide an atmosphere in which typically unsuccessful students feel safe enough to take the risks that true learning requires.

SAILS provides a learning community in which students can be honest about their abilities and past efforts and have the necessary time, support, and resources to learn the academic, social, and employment skills that many of their same-age peers learned years earlier. Furthermore, SAILS provides a community where students take responsibility for their learning. Their credit deficiencies are accepted; their life circumstances, learning styles, and needs are accepted. However, at SAILS these situations and shortcomings are no longer accepted as reasons not to succeed. Instead, students and teachers develop customized education plans for which students take full responsibility. Students are now in school to master subjects they have chosen and to graduate. This approach to the core academics of math, reading, writing, and technology literacy is paired with a focus on employability skills, social skills, coping skills, lifetime wellness, and life planning.

SAILS embraces the challenge of increased accountability. Students' basic skills are evaluated using Nova Net Basic Skills Inventory (BASIS), competency-based classroom testing, Read 180 reading assessments, and the Wisconsin Knowledge and Concepts Exam. Higher-order academic skills are assessed through yearlong projects presented to review panels of teachers, peers, and experts in the field of study.

Est. 2000

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### 163. Sparta, Sparta Charter Preschool

Established in 2000, the Sparta Charter Preschool is a place to help youngsters get ready for school through play and exploration. The Sparta Charter Preschool serves approximately 140 4-year-old kindergarten students, including students at risk and Early Childhood students.

The Sparta Charter Preschool

- provides a learning environment where respect for self, others, and the learning atmosphere is of primary importance
- encourages growth in social, self-care, language, motor, and academic areas
- fosters the desire for lifelong learning
- promotes independence and problem-solving skills
- provides a schoolwide environment that encourages parents' involvement in their child's education

The Charter Preschool offers two approaches:

1. **Creative Choice**, which blends large-group, small-group, and one-on-one instruction and activities. A variety of areas within each classroom encourage socialization, creative exploration, and intellectual development.
2. **Montessori** classroom, which bases its lessons on the nearly century-old research of Maria Montessori. Students have opportunities to choose individual work and pace themselves. Activities are designed to build concentration, motor coordination, skills, and a love of learning.

Both approaches provide children with a rich preschool experience and the skills necessary to be successful at the kindergarten level.

### 164. Sparta, Sparta High Point School

Est. 2002

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The purpose of creating a new charter program for the Sparta Area School District in grades 7–12 was 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. Students may be those who are under-challenged, 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.



**Stevens Point Area  
School District**

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### **165. Stevens Point, Concerned About Reaching Everyone (CARE)**

**Est. 2000**

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Concerned About Reaching Everyone (CARE) is an alternative school for at-risk students. 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. Retired senior volunteers assist the students as tutors and mentors. The school has expanded to include adventure education, community service, and technology integration.

### **166. Stevens Point, Jefferson School for the Arts**

**Est. 2004**

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The mission of the Jefferson School for the Arts (JSFA) is to immerse students in an integrated arts charter school to enrich their development and growth, and to provide arts programs to promote school success and exposure to ideas, concepts, and experiences that may otherwise be limited by low socioeconomic status. The school seeks to create experiences in theater, drama, visual and musical arts, adventure education, and community performances to allow children to express themselves and encourage a positive self-concept focused upon divergent experiences. The goal of JSFA is to integrate arts concepts and enrichment activities to enhance, expand, and modernize the academic delivery model.

The JSFA serves a diverse population of 282 students in a grades K–6 neighborhood school. More than 50 percent of students in the attendance area are from families of low socioeconomic status and are by definition at risk for academic challenges. The walk-in nature of the school with its close proximity to and relationship with the UW–Stevens Point (UWSP) Fine Arts Department and the Conservatory for Creative Expression make JSFA a desirable match for an arts concept charter school.

The basic premise/mission of the JSFA is twofold: First, the school creates an umbrella of creative opportunity in the form of theatre, drama, visual and musical arts experiences, adventure education, and community performances. These programs are offered to children before school and after school. Second, the school builds upon an already solid academic model and seeks to use current enrichment studies, specifically those focused upon integrated curriculum, to modernize the academic program. Use of music to enhance mood, use of peripherals, linking all subject areas together throughout the day, and connecting grade-level units together from a grades K–6 perspective is a primary focus of the school.

## **167. Stevens Point, McDill Academies**

**Est. 2002**

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The McDill Academies is a grades 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 ones 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.

## **168. Stevens Point, McKinley Center**

**Est. 1998**

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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 program; special education, such as learning, cognitive, physical, and speech and language; and education for 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 the creation of PowerPoint presentations, Kids Pix slide shows, and videos. Student success is further enhanced with parents and the community engaged in the education process.

## 169. Stevens Point, Roosevelt IDEA School

Est. 2004

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The Roosevelt IDEA (Instructional Differentiation for Educational Achievement) School is a K–6 school with approximately 400 students located in the Stevens Point Area School District. The charter school concept of differentiated instruction seeks to bridge the achievement gap between low-achieving students and the balance of the student population within the school. Differentiated instruction is often promoted for gifted learners—however, educational research and literature supports tailored learning for all students. The underlying premise of the Roosevelt IDEA school for differentiated instruction guarantees that each student will be assessed and provided instruction at their appropriate level. It is not a one-size-fits-all model—the traditional cookbook approach to education. The goal of this charter school is to follow the AIDE education model: Assess, Instruct, Deliver, and Extend opportunities for students. Using the AIDE format, teachers implement evidence-based practices, which result in optimal academic and social competences for all students.

## 170. Stevens Point, Washington Service-Learning Center

Est. 2004

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Washington Service-Learning Center (WSLC) is a grades K–6 center where students learn by planning and implementing service-learning projects. At WSLC, strategies that produce academic learning and engage students in meaningful service to their school and community are taught by carefully integrating an established curriculum. The main goals are for students to achieve high levels of academic success and become responsible, caring, and engaged citizens. The WSLC is defined by four key characteristics that are part of every service-learning project developed and implemented.

1. Clear learning objectives that are tied to standards and the curriculum. Students increase proficiency in learning objectives and standards defined by the curriculum.
2. Genuine school or community need. With the guidance and support of staff, parents, and community volunteers, students identify a genuine community need and develop and implement a service-learning project to meet that need.
3. Systematic reflection. Structured opportunities for reflection assist students in relating their community service-learning experience to course content and identified objectives. Reflection logs and rubrics help students assess and evaluate their own work and project outcomes.
4. Youth voice. Allowing students a voice in the selection of the project promotes ownership in learning. Students have a sense of belonging and take responsibility for improving the community.

At WSLC, student-identified service-learning projects are integrated throughout the day and year into the established district curriculum. Students are involved in real-life projects that teach academics, technology skills, and civic responsibility. Both academic learning and service are emphasized so that there are benefits to both the learners and the recipients of the service.

## 171. Stevens Point, Wisconsin River Academy

Est. 2002

Mike Devine  
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715-345-5504  
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The mission of the Wisconsin River Academy is to engage students in grades 10–12 with 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,” attempting 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 consist of experiential methodology, brain-based learning, and multiple intelligence theory, which align with state objectives identified in the model curriculum arenas. 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.



**Trevor–Wilmot  
Consolidated School  
District**

Deborah Kerr, George Steffan  
10720 Fox River Road • Wilmot, WI 53192  
262-862-6461, 262-862-2356

## 172. Bright Horizons Charter School

Est. 2005  
Teresa Curley  
10720 Fox River Road  
Wilmot, WI 53192  
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curleyta@wilmotgs.k12.wi.us

A child’s first years are a time of amazing physical, intellectual, and socio-emotional growth and development. These first experiences have a profound impact on the course of the rest of the child’s life. Evidence now proves not only the dynamic learning potential of children when they are in a responsive, nurturing environment, but also the detrimental effects to children when they are deprived of these learning opportunities.

Using scientific research of best practice for early childhood learning, Bright Horizons Charter School is designed to constitute a high-quality learning environment for four-year-old children. Young children will develop to their fullest potential with a developmentally appropriate curriculum based on the Wisconsin Model Early Learning Standards and with:

- nurturing relationships with adults and peers
- rich language, literacy, and mathematics experiences
- positive social interactions
- substantive cognitive stimulation
- in-depth content learning integrating technology
- exploration of their world and the world around them
- appropriate physical activities
- opportunities for self-expression

Bright Horizons serves children in the Trevor-Wilmot Consolidated School District and surrounding communities. Students are engaged in active hands-on learning that promotes their academic, social, and physical development and prepares them to enter kindergarten with the skills necessary to be successful lifelong learners.



**Verona Area School District**

Dean Gorrell  
700 North Main Street • Verona, WI 53593-1153  
608-845-4310

**Est. 1996**

Robert McNallie  
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Verona, WI 53593  
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**173. 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.

**Est. 1995**

Tim Bubon  
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bubont@verona.k12.wi.us

**174. Verona, New Century School**

New Century School in Verona was Wisconsin’s first parent-initiated, elementary-level charter school. It serves 86 children in six multiage 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.



**Viroqua Area School District**

David Johnston  
115 North Education Avenue • Viroqua, WI 54665-1318  
608-637-1187

**Est. 1999**

Renee Baker  
100 Blackhawk Drive  
Viroqua, WI 54665-1315  
608-637-1605  
bakren@viroqua.k12.wi.us

**175. Viroqua, Laurel High School**

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.

### 176. Viroqua, Vernon County Area Better Futures High School

Est. 2000

Fritz Cushing  
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Viroqua, WI 54665-1315  
608-637-1605  
fcushing@viroqua.k12.wi.us

Vernon County Area Better Futures High School provides an alternative for students in grades 10–12 who are 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 and 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.



**Waukesha School District**

David Schmidt  
222 Maple Avenue • Waukesha, WI 53186-4725  
262-970-1012

### 177. Waukesha, Harvey Philip Alternative Charter School

Est. 2000

James Haessly  
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Waukesha, WI 53186  
262-970-1102  
jhaessly@waukeshak12.wi.us

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

The Native American based “Circle of Courage” philosophy, 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 long-term success rate, a staff commitment to work in professional learning communities, and the informed use of technology as a learning tool. The goals are consistently being met.

## **178. Waukesha, iQ Academies at Wisconsin**

Est. 2004

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Waukesha, WI 53186-4725  
262-970-1074  
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iQ Academies at Wisconsin is devoted to making quality public education accessible for all ninth- through twelfth-grade students. A dynamic, interactive, virtual learning experience is delivered to students and their families who, for various reasons, are seeking a different kind of high school environment. The mission is to help all students achieve their learning goals through a positive and successful high school experience that prepares them for the future.

iQ Academies has crafted a unique virtual high school program that brings a comprehensive high school curriculum, technology, and choice together with individual needs and interaction. This multifaceted approach to high school education equates to a strong learning partnership between parents, students, and their teachers.

iQ Academies students access their district-approved courses at home via the Internet. Instruction is provided by experienced, Wisconsin-certified teachers who are highly qualified, trained subject matter experts. Students interact with their instructors in a variety of ways: e-mail, online discussions, and real-time online tutoring sessions (voice and whiteboard). Teachers are available for one-on-one support to each student, focusing on the specific areas where a student may be struggling. iQ Academies students can also access personnel, guidance, and career planning services, district student services, and library resources.

iQ Academies at Wisconsin is a comprehensive high school program, and the content is appropriate for any high school student in Wisconsin. However, the school specifically targets those students whose needs are not being met through traditional high school programs.

## **179. Waukesha, Project Change Alternative Recovery School**

Est. 2002

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Project Change Alternative 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 in grades 9–12 work side by side with community-donated treatment staff and teachers in advancing their recovery toward future success. Both education and relapse-prevention programming 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 the 21st Century Skills. Linkages to colleges and post-secondary education and training environments that provide similar recovery opportunities are also stressed.

## 180. Waukesha, Waukesha Academy of Health Professions

Est. 2004

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Waukesha, WI 53186-6637  
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The Waukesha Academy of Health Professions is intended for students in grades 9–12 who are interested in allied health and medical careers. This magnet school offers exclusive educational opportunities for students in Waukesha and the surrounding counties who wish to pursue an education that will prepare them specifically for postsecondary opportunities in health-related fields, whether at a four-year college or two-year technical school. The academy provides a rigorous curriculum, focusing on academic skills in health occupations and in science and math courses required for health and medical professions.

The academy offers a choice of two curriculum pathways, providing opportunities for students of different academic levels to take part in the program. Both pathways require every academy student to participate in four years of health occupation classes; take specific courses in science, math, and English; satisfy job-shadowing and service-learning requirements; and participate in Co-op, Mentoring, and Youth Apprenticeship programs. The first pathway will prepare students for four-year college programs in pre-med/dental and various other health care areas. The second pathway includes many of the same components but is intended to prepare students for two-year technical school programs and/or the workforce.

Program benefits include:

- exploration of personal suitability for occupational and educational selections
- academic preparation for technical school or universities
- advanced placement and/or dual credit courses
- state-of-the-art health/science laboratory facilities
- learning opportunities at Waukesha Memorial Hospital, Children's Hospital, Aurora Medical Facilities, and Froedtert Hospital
- exposure to health care and basic scientific research
- opportunities for membership in student health and science organizations
- opportunities to participate in state and national competitions
- clinical work experiences relating to health care professions
- training for entry-level positions in the health-care industry



**Waupun School District**

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950 Wilcox Street • Waupun, WI 53963-2242  
920-324-9341

## 181. Waupun, Waupun Alternative High School

Est. 2000

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Waupun Alternative High School (WAHS) was chartered in spring 2000 and opened on September 18, 2000 to serve ninth- to twelfth-grade students. 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 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 school successfully graduate with a high school diploma.



## Wausau School District

Stephen F. Murley  
415 Seymour Street • Wausau, WI 54403  
715-261-0500

Est. 2005

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### 182. Wausau, New Horizons Charter School

The New Horizons Charter School for At-Risk Teens is a charter school in the Wausau area serving at-risk students in grades 7–8 in its first year, with expansion into grades 9–10 planned for the second year.

One of the primary goals of the charter school is to reengage students who have become disenchanted with the traditional school setting. Emphasis is on behavioral engagement, emotional engagement, and cognitive engagement.

Often, the physical building is synonymous with disengagement for these youth, so moving to a totally different venue is the beginning of reemergence into the mainstream. Altered start and end times also control the exposure of students to some of the problems that put them at risk in the first place. The New Horizons Charter School for At-Risk Teens runs from 9 A.M.–4 P.M., taking the students off the street during the afternoon hours that often find them unsupervised and in trouble. After-school and year-round options may also be made available through community collaborations with the Boys and Girls Club, Marathon County Volunteer Center, and 21st Century Programming. Responsible participation of students in their homes, communities, and career paths as well as their own education are ever-present aims of the charter; therefore, service learning and goal setting are components.

Students who have not been successfully engaged in their education often lack the self-esteem necessary for academic attainment. By giving students an alternate setting and increasing self-esteem through constructive service-learning initiatives in the community as well as providing a rigorous academic standards-based curriculum, students have the environment and support they need to reengage in their education and achieve academic success. The charter allows the Wausau School District the flexibility to design a school that works for these at-risk teens.

### 183. Wausau, Wausau Area Montessori School

Est. 2005

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The goal of the Wausau School District, in partnership with the Montessori Children's Village and Educational Center, to establish a charter school in the Wausau area serving students ages four years through grade five that offers students learning experiences based upon the principles of Dr. Maria Montessori has become a reality.

Building on the present success of the Wausau School District's collaborative four-year-old kindergarten program with Montessori Children's Village, a charter school affords the Wausau community the prospect to provide another opportunity for cooperation. As the Wausau population becomes increasingly diverse, the district and community realizes that there is no single style or format of teaching that can successfully meet the needs of all children. The Montessori collaboration is a natural choice for this first elementary charter in Wausau because of its proven success for a wide range of children, from gifted to those with special needs. The tuition for the Montessori Children's Village is restrictive to some families, and the public option has attracted a greater socioeconomic scope for service.

The Wausau Area Montessori School includes Elementary I and Elementary II classrooms including four and five year olds. This venture has met

with high acclaim in the community; past successful collaborations will only enhance this charter school project.



**West Allis School District**

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414-604-3005

**184. West Allis–West Milwaukee, Academy of Learning—  
21<sup>st</sup> Century Skills Model**

Est. 2001

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262-787-9546  
pcohen@cesa1.k12.wi.us

The West Allis–West Milwaukee School Board, and a consortium of CESA 1 school districts created an alternative school for at-risk students in grades 11 and 12. The program is a competency-based diploma program. Students who are significantly behind in credits and have a desire to graduate are targeted. Students obtain a high school diploma that opens doors to employment or further schooling.

The goal of the Academy of Learning–21<sup>st</sup> Century Skills Model 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:

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



**Weyauwega–  
Fremont School District**

F. James Harlan  
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920-867-2148

**185. Weyauwega–Fremont, Waupaca County Charter School**

Est. 1998

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yatesm@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 school serves students in grades 6–12. 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.



**Whitnall School District**

Karen Petric  
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414-525-8114

### **186. Whitnall, Collaborating On Readiness Education for 4 Year Olds\***

Est. 2006

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Collaborating On Readiness Education for 4-year-olds (CORE 4) is a public charter school that was developed to serve as an organizational hub building a strong network of similar educational agencies and enhancing services to all families of four-year-olds in the community.

The CORE 4 mission is to prevent or close achievement gaps that might occur among children with limited early learning experiences. This mission is in keeping with the goals of No Child Left Behind and The Wisconsin Promise. Working together with area providers, CORE 4 increases opportunities for families to access quality learning environments and also links public health, social, library, and community agencies in codeveloping unique services to enable parents to better meet the needs of their growing children. These services pair with the Parent Co-op component of the CORE 4 charter to truly provide wraparound services to children. The Parent Co-op component provides strong individual connections to each child's family through participation in the classrooms and family programs. This is modeled after the Osceola Charter Preschool and Joyce Epstein's work with parents through the National Network of Partnership Schools at Johns Hopkins University.

The CORE 4 School was developed through an Integrated Comprehensive Services (ICS) model to better meet the needs of children who may present learning challenges. The ICS model closely aligns with the reauthorized Individuals with Disabilities Education Act (IDEA) and the federalization of Chapter 115, a mandate that addresses preschool options, in that it works to provide services to children in their natural environment and in natural proportions. A range of services can now be offered, as the Whitnall School District provides services to students with disabilities in both district and community settings. It shifts the primary focus on seeing each four-year-old student first as a four-year-old enrolled with his or her peers, with services provided as needed in the environment most natural to the child. This ensures that each child will develop and grow with his or her peers, within the context of the community.

Through an integrated curriculum model based on the Wisconsin Early Learning Standards and the use of research-based literacy technology models from the Center for Best Practices in Early Childhood at Western Illinois University, young learners are prepared to learn in a world that is significantly changing yet recognizes their individual development. Instruction is provided through a rich range of guided instruction, guided-choice activities, and personal-choice activities. Measurement of student learning through developmentally appropriate and research-based assessment methods ensures that interventions, when needed, will be provided early to prevent later learning challenges, leading to success for all students.



**Wisconsin Dells  
School District**

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608-254-7769

**187. Wisconsin Dells, Kilbourn Academy**

Est. 2000

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Kilbourn Academy, Wisconsin Dells’s charter school, opened in January 2000. 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.



**Wisconsin Rapids  
Public Schools**

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715-422-6005

**188. Wisconsin Rapids, Central Cities Health Institute**

Est. 2005

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Wisconsin Rapids, WI 54494  
715-422-7197  
Kathy.Jarosinski@wrps.org

The Central Cities Health Institute (CCHI) is a charter school for eleventh- and twelfth-grade students in South Wood County school districts, including Wisconsin Rapids Public and Private Schools, Nekoosa Public Schools, Port Edwards Public Schools, and the Community Christian Academy. The institute is designed to increase career exploration and exposure in *all* health careers. The high demand to fill jobs in the health care industry in South Wood County and across the nation and the increasing number of students interested in health careers verified the need to create this charter school. Students are engaged in classes to prepare them for entry-level work experiences as well as postsecondary education. Students have the opportunity to gain first-aid and CPR certification and nursing assistant certification in the charter program. The curriculum includes hands-on, work-based education to improve students’ critical thinking and academic and employability skills. A major goal of CCHI is to assist the health care industry in recruitment and retention of committed, mission-oriented health care employees.





# Appendices

- A. Teaching Requirements for Charter Schools
- B. Wisconsin Charter School Law 118.40
- C. Wisconsin Charter Schools
- D. New Charter Schools Opened in 2006
- E. Closed Charter Schools
- F. Resources
- G. Wisconsin Charter Schools Alphabetized by School Name

## 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 s. 118.01.
5. The method by which pupil progress in attaining the educational goals under s. 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 ss. 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 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.

Note: The denial process applies only to  
Milwaukee

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. Except as provided in subd. 3., only pupils who reside in the school district in which a charter school established under this subsection is located may attend the charter school.

3. A pupil may attend Woodlands School, a charter school established in the school district operating under ch. 119 under this subsection, regardless of the pupil's school district of residence, if any of the following applies:

a. The pupil attended Woodlands School in the 2003–04 school year and, beginning in the 2005–06 school year, in the previous school year.

b. A member of the pupil's family who resides in the same household as the pupil attended Woodlands School in the 2003–04 school year.

(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 increase in the per pupil amount paid to private schools under s. 119.23 (4) (b) 2. in the current school year as compared to the previous school year, multiplied by the number of pupils attending the charter school. The amount paid per pupil may not be less than the amount paid per pupil under this subdivision in the previous school year. The department shall pay 25% of the total amount in September, 25% in December, 25% in Febru-

ary, 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.

(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 s. 66.0301 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 s. 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.

(c) Single-sex schools and courses. A school board may enter into a contract for, and an entity under sub. (2r) may establish or enter into a contract for, the establishment of a charter school that enrolls only one sex or that provides one or more courses that enroll only one sex if the school board or entity under sub. (2r) makes available to the opposite sex, under the same

policies and criteria of admission, schools or courses that are comparable to each such school or course.

(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 s. 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.

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History: 1993 Acts 16, 490; 1995 Acts 27 ss.3983m to 3992m, 9145(1); 1997 Acts 27, 238, 252; 1999 Act 9; 1999 Act 150 s.672; 2001 Act 16, 105; 2003 Act 33, 156; 2005 Act 25.

## Appendix C

### Wisconsin Charter Schools

<i>Chartering Authority</i>	<i>Charter School</i>
<p><b>Appleton Area School District</b>            Thomas G. Scullen            District Administrator            P.O. Box 2019            Appleton, WI 54912-2019            920-832-6126</p>	<p><b>Appleton Community Learning Center</b>            Est. 2000            Yvette Dunlap            120 East Harris Street            Appleton, WI 54911-5403            920-832-6136            dunlopyvette@asas.k12.wi.us</p> <p><b>Appleton eSchool</b>            Est. 2002            Connie Radtke            2121 Emmers Drive            Appleton, WI 54915-3802            920-832-6212            radtkeconstanc@asas.k12.wi.us</p> <p><b>Appleton Public Montessori</b>            Est. 2005            Dom Ferrito            2725 East Forest Street            Appleton, WI 54915            920-832-6265            ferritodom@asas.k12.wi.us</p> <p><b>Central Alternative School</b>            Est. 1996            Yvette Dunlop            120 East Harris Street            Appleton, WI 54911-5403            920-832-6136            dunlopyvette@asas.k12.wi.us</p> <p><b>Classical Charter School</b>            Est. 1999            Constance Ford            3310 North Durkee Street            Appleton, WI 54911            920-832-4968            classicalcharter@aol.com</p> <p><b>Dan Spalding Academy</b>            Est. 2004            Yvette Dunlop            120 East Harris Street            Appleton, WI 54911-5403            920-832-6136            dunlopyvette@asas.k12.wi.us</p>

<sup>a</sup>Noninstrumentality

<sup>\*</sup>New school for 2006–2007 school year

**Foster (Stephen) Elementary School\***

Est. 2006  
Judith Baseman  
305 W. Foster Street  
Appleton, WI 54915  
920-832-6288  
basemanjudith@asds.k12.wi.us

**Fox River Academy**

Est. 2005  
Sandy Vander Velden  
1000 South Mason Street  
Appleton, WI 54914  
920-832-6260  
vanderveldensa@asds.k12.wi.us

**Odyssey-Magellan Charter School**

Est. 2000  
Judith Baseman  
305 West Foster Street  
Appleton, WI 54915-1515  
920-832-6226  
basemanjudith@asds.k12.wi.us

**Renaissance School for the Arts**

Est. 2000  
Chad Welch  
610 North Badger Avenue  
Appleton, WI 54914-3448  
920-832-6219  
welchchad@asds.k12.wi.us

**Tesla Engineering Charter School**

Est. 2002  
Becky Walker  
2121 Emmers Drive  
Appleton, WI 54915-3802  
920-832-6210  
walkerbeckym@asds.k12.wi.us

**Valley New School**

Est. 2003  
David Debbink  
10 College Avenue, Suite 225  
Appleton, WI 54911  
920-993-7037  
debbinkdavid@asds.k12.wi.us

**Wisconsin Connections Academy**

Est. 2002  
Nichole Schweitzer  
120 E. Harris Street  
Appleton, WI 54911-5403  
920-832-4800  
schweitzernich@asds.k12.wi.us

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<sup>a</sup>Noninstrumentality

\*New school for 2006–2007 school year

**Argyle School District**  
Michael Manning  
District Administrator  
P.O. Box 256  
Argyle WI 53504-0256  
608-543-3318

**Argyle Land Ethic Academy**  
Est. 2004  
Jeff Eastlick  
State Road 78 N, P.O. Box 256  
Argyle, WI 53504-0256  
608-543-3318 ext. 119  
jeffe@argyle.k12.wi.us

**Lafayette County Community Charter School<sup>a</sup>**  
Est. 2003  
Gary Baxter  
1300 Industrial Drive  
Fennimore, WI 53809-9702  
608-822-3276 ext. 255  
gbaxter@cesa3.k12.wi.us

**Augusta Area School District**  
Stephen La Fave  
District Administrator  
E19320 Bartig Road  
Augusta, WI 54722  
715-286-3300

**Wildlands Science Research Charter School**  
Est. 2005  
Paul Tweed  
E19320 Bartig Road  
Augusta, WI 54722  
715-877-2292  
tweedpau@augusta.k12.wi.us

**Baraboo School District**  
Lance Alwin  
District Administrator  
101 Second Avenue  
Baraboo, WI 53913-2494  
608-355-3950

**Baraboo Hills Elementary School\***  
Est. 2006  
Molly Fitzgerald  
620 Commerce Avenue  
Baraboo, WI 53913  
608-963-1217  
mfitzgerald@baraboo.k12.wi.us

**Beaver Dam School District**  
Donald Childs  
District Administrator  
705 McKinley Street  
Beaver Dam, WI 53916-1941  
920-885-7309

**Beaver Dam Charter School**  
Est. 1995  
Martha Hyke  
400 East Burnett Street  
Beaver Dam, WI 53916-1902  
920-885-7312  
hykem@beaverdam.k12.wi.us

**Beloit School District**  
Lowell Holtz  
District Administrator  
1633 Keeler Avenue  
Beloit, WI 53511-4799  
608-361-4017

**Synectics Middle School**  
Est. 2003  
Margaret Thomas  
1859 Northgate Drive  
Beloit, WI 53511-2699  
608-361-3632  
mathomas@sdb.k12.wi.us

**Blair-Taylor School District**  
Guy O. Leavitt  
District Administrator  
P.O. Box 125  
Blair, WI 54616  
608-989-2881

**School of Science, Engineering and Technology**  
Est. 2004  
Connie Biedron  
219 South Main Street  
Blair, WI 54616  
608-989-9835  
biedrc@btsd.k12.wi.us

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<sup>a</sup>Noninstrumentality

\*New school for 2006–2007 school year

**Cambridge School District**

Ronald Dayton  
 District Administrator  
 403 Church Street  
 Cambridge, WI 53523-9547  
 608-423-4345

**Central Westosha UHS School District**

Douglas Potter  
 District Administrator  
 24617 - 75th Street  
 Salem, WI 53168  
 262-843-4211

**Clinton Community School District**

Rebecca A. Nodorft  
 District Administrator  
 112 Milwaukee Road, P.O. Box 566  
 Clinton, WI 53525-0566  
 608-676-5482

**Colfax School District**

Dennis C. Geissler  
 District Administrator  
 601 University Avenue  
 Colfax, WI 54730-9773  
 715-962-3773

**Crandon School District**

Richard C. Peters  
 District Administrator  
 9750 US Hwy 8 West  
 Crandon, WI 54520-8499  
 715-478-3339

**Deerfield Community School District**

Michelle Jensen  
 District Administrator  
 300 Simonson Boulevard  
 Deerfield, WI 53531-9543  
 608-764-5431 ext. 3172

**Denmark School District**

Tony Klaubauf  
 District Administrator  
 450 North Wall Street  
 Denmark, WI 54208-9416  
 920-863-2176

**JEDI Virtual High School<sup>1</sup>**

Est. 2005  
 Elaine Plank  
 925 Lexington Blvd.  
 Fort Atkinson, WI 53538  
 920-563-8306  
 eplank@jedi.k12.wi.us

**Central Charter School\***

Est. 2006  
 Randi Kubek  
 24823 - 74th Street  
 Salem, WI 53168  
 262-843-2321  
 KUBEK@westosha.k12.wi.us

**Language Instruction for Tomorrow Charter School**

Est. 2004  
 Joseph Bellante  
 301 East Street  
 Clinton, WI 53525-9465  
 608-676-2211  
 jobellante@clintonwisch.com

**Academic Center—High School**

Est. 1998  
 John Dachel  
 601 University Avenue  
 Colfax, WI 54730  
 715-962-3155  
 dachel@colfax.k12.wi.us

**Crandon Alternative Resource School**

Est. 2000  
 John Gruber  
 9750 US Hwy 8 West  
 Crandon, WI 54520-8499  
 715-478-3713  
 grubejoh@crandon.k12.wi.us

**Life Education and Preparation Program**

Est. 1996  
 Barbara Callahan  
 300 Simonson Boulevard  
 Deerfield, WI 53531-9543  
 608-764-5321  
 callahanb@deerfield.k12.wi.us

**Denmark Empowerment Charter School**

Est. 2001  
 Steve Pasono  
 450 North Wall Street  
 Denmark, WI 54208-9416  
 920-863-3450  
 pasonos@denmark.k12.wi.us

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<sup>1</sup>Noninstrumentality

\*New school for 2006–2007 school year

**Drummond Area School District**

Henry Lamkin  
 District Administrator  
 P.O. Box 40  
 Drummond, WI 54832-0040  
 715-739-6669 ext. 100

**Eau Claire Area School District**

William Klaus  
 District Administrator  
 500 Main Street  
 Eau Claire, WI 54701-3770  
 715-852-3002

**Elkhorn Area School District**

Gregory A. Wescott  
 District Administrator  
 3 North Jackson Street  
 Elkhorn, WI 53121-1905  
 262-723-3160 ext. 1401

**Flambeau School District**

William I. Pfalzgraf  
 District Administrator  
 P.O. Box 86  
 Tony, WI 54563-0086  
 715-532-3183

**Ascend Academy<sup>n</sup>**

Est. 2001  
 Al Gillberg  
 P.O. Box 40  
 Drummond, WI 54832-0040  
 715-739-6231  
 agillberg@logger.dasd.k12.wi.us

**Chippewa Valley Montessori Charter School**

Est. 2002  
 Bonnie Shaw  
 400 Cameron Street  
 Eau Claire, WI 54703-5101  
 715-852-3101  
 bshaw@ecasd.k12.wi.us

**Chippewa Valley Technology Charter School**

Est. 1999  
 Robert Scidmore  
 400 Cameron Street  
 Eau Claire, WI 54703-5101  
 715-852-3101  
 rscidmore@ecasd.k12.wi.us

**McKinley Charter School**

Est. 1996  
 Pete Riley  
 1266 McKinley Road  
 Eau Claire, WI 54703-2220  
 715-852-6900  
 priley@ecasd.k12.wi.us

**Walworth County Educational Consortium Alternative High School**

Est. 1999  
 Jerry Hawver  
 400 County Road H  
 Elkhorn, WI 53121-2046  
 262-741-8352  
 hawverj@gtc.edu

**Flambeau Charter School**

Est. 2003  
 Linda Michek  
 N4540 County I  
 Tony, WI 54563  
 715-532-5559 ext. 227  
 lmichek@flambeau.k12.wi.us

**Whitetail Academy Charter School\***

Est. 2006  
 Linda Michek  
 P.O. Box 86  
 Tony, WI 54563  
 715-532-5559 ext. 227  
 lmichek@flambeau.k12.wi.us

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<sup>n</sup>Noninstrumentality

\*New school for 2006–2007 school year

**Glenwood City School District**

Timothy J. Emholtz  
 District Administrator  
 P.O. Box 339  
 Glenwood City, WI 54013-0339  
 715-265-4757

**Grantsburg School District**

Joni Burgin  
 District Administrator  
 480 East James Avenue  
 Grantsburg, WI 54840-7959  
 715-463-5499

**Greendale School District**

William H. Hughes  
 District Administrator  
 5900 South 51st Street  
 Greendale, WI 53129-2699  
 414-423-2700

**Hamilton School District**

Kathleen M. Cooke  
 District Administrator  
 W220N6151 Town Line Road  
 Sussex, WI 53089-3999  
 262-246-1973

**Hayward Community School District**

Michael Cox  
 District Administrator  
 P.O. Box 860  
 Hayward, WI 54843-0860  
 715-634-2619 ext. 1001

**Hurley School District**

Christopher Patritto  
 District Administrator  
 5503 West Range View Drive  
 Hurley, WI 54534-9000  
 715-561-4900 ext. 202

**Transitional Skills Center**

Est. 2000  
 Elizabeth Haltinner  
 850 Maple Street  
 Glenwood City, WI 54013  
 715-265-4266  
 haltibet@gcsd.k12.wi.us

**Grantsburg Virtual School**

Est. 2004  
 Stan Marczak  
 480 East James Avenue  
 Grantsburg, WI 54840  
 715-463-5165 ext. 158  
 smarc@grantsburg.k12.wi.us

**Time 4 Learning Charter School**

Est. 2003  
 Theresa A. West  
 5900 South 51st Street  
 Greendale, WI 53129-2699  
 414-423-2750  
 theresa.west@greendale.k12.wi.us

**Passage Middle School, Wauwatosa<sup>a</sup>**

Est. 2000  
 Heidi Thuli  
 9501 West Watertown Plank Road  
 Wauwatosa, WI 53226-3552  
 414-476-2122  
 hthuli@cesa1.k12.wi.us

**Hayward Center for Individualized Learning<sup>a</sup>**

Est. 2003  
 Kathryn Hexum  
 P.O. Box 860  
 Hayward, WI 54843-0860  
 715-865-3107  
 elegraph@cheqnet.net

**Waadookodaading**

Est. 2001  
 Cathy Begay  
 15930 W. Fifth Street  
 Hayward, WI 54843-0860  
 715-634-2619  
 cbegay@hayward.k12.wi.us

**Dr. Joseph Lulich Charter School**

Est. 2000  
 Elizabeth Jorgensen  
 5503 West Range View Drive  
 Hurley, WI 54534-9000  
 715-561-4900 ext. 205  
 jorgensen@hurley.k12.wi.us

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<sup>a</sup>Noninstrumentality

\*New school for 2006–2007 school year

**Janesville School District**  
Thomas Evert  
District Administrator  
527 South Franklin Street  
Janesville, WI 53548-4779  
608-743-5050

**Janesville Academy for International Studies**  
Est. 2005  
Donna Behn  
31 West Milwaukee Street  
Janesville, WI 53548  
608-743-5146  
dbehn@janesville.k12.wi.us

**Rock River Charter School**  
Est. 1998  
Marge Hollenbeck  
31 West Milwaukee Street  
Janesville, WI 53548-2911  
608-752-8273  
mhollenbeck@janesville.k12.wi.us

**Kenosha Unified School District No. 1**  
R. Scott Pierce  
District Administrator  
P.O. Box 340  
Kenosha, WI 53141-0340  
262-653-6320

**The Brompton School**  
Est. 1997  
Patricia Jones  
7951 36th Avenue  
Kenosha, WI 53142-2119  
262-942-2191  
pjones@kUSD.edu

**Dimensions of Learning Academy**  
Est. 2000  
Diana Pearson  
6218 25th Avenue  
Kenosha, WI 53143  
262-605-6849  
dpearson@kUSD.edu

**Kenosha eSchool\***  
Est. 2006  
William Hittman  
9449 88th Avenue  
Pleasant Prairie, WI 53158  
262-947-8155  
whittman@kUSD.edu

**Paideia Academy**  
Est. 1997  
Ellen Becker  
5821 10th Avenue  
Kenosha, WI 53140-4011  
262-658-4540  
ebecker@kUSD.edu

**University of Wisconsin–Parkside**  
Paul Haubrich  
District Administrator  
9000 Wood Road, 286 Talent Hall  
Kenosha, WI 53140  
262-595-2941

**The 21st Century Preparatory School**  
Est. 2002  
Robert Morelan  
1220 Mound Avenue  
Racine, WI 53404  
262-598-0026  
ED@21stprepschool.org

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<sup>n</sup>Noninstrumentality

\*New school for 2006–2007 school year

**Kewaunee School District**

Barbara Lundgren  
 District Administrator  
 915 Second Street  
 Kewaunee, WI 54216-1698  
 920-388-3230

**Kiel Area School District**

Jerry Schutz  
 District Administrator  
 P.O. Box 201  
 Kiel, WI 53042-0201  
 920-894-2266

**Kimberly Area School District**

Mel Lightner  
 District Administrator  
 217 East Kimberly Avenue  
 Kimberly, WI 54136  
 920-788-7900

**Kohler Public Schools**

Jeffrey P. Dickert  
 District Administrator  
 333 Upper Road  
 Kohler, WI 53044  
 920-459-2920

**La Crosse School District**

Gerald R. Kember  
 District Administrator  
 807 East Avenue South  
 La Crosse, WI 54601  
 608-789-7628

**Lakeshore Alternative High School**

Est. 2000  
 Dawn Madland  
 915 Second Street  
 Kewaunee, WI 54216  
 920-388-4558  
 dmadland@kewaunee.k12.wi.us

**Kiel eSchool**

Est. 2002  
 Sue Steiner  
 416 Paine Street, P.O. Box 201  
 Kiel, WI 53042-0201  
 920-894-5188  
 ssteiner@kiel.k12.wi.us

**Meeme LEADS Charter School**

Est. 2005  
 Chad Ramminger  
 12121 County Road XX  
 Newton, WI 53063  
 920-693-8255  
 cramminger@kiel.k12.wi.us

**Caring Opportunities for Recovery Education**

Est. 2005  
 Tim Fosshage  
 W2662 Kennedy Avenue  
 Kimberly, WI 54136  
 920-687-3024 ext. 6330  
 tfosshage@kimberly.k12.wi.us

**Northeast Wisconsin Online Charter School**

Est. 2004  
 Carol Conway-Gerhardt  
 595 Baeten Road  
 Green Bay, WI 54304-5763  
 920-492-5960  
 cgerhardt@cesa7.k12.wi.us

**Coulee Montessori**

Est. 1998  
 Harvey G. Witzenburg  
 1307 Hayes Street  
 La Crosse, WI 54603-1949  
 608-789-7685  
 hwitzenb@mail.sdlax.k12.wi.us

**La Crossroads High School (5)**

Est. 2000  
 Doug Leclair  
 1500 Ranger Drive  
 La Crosse, WI 54603-2700  
 608-789-7706  
 dleclair@sdlax.k12.wi.us

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<sup>n</sup>Noninstrumentality

\*New school for 2006–2007 school year

**School of Technology and Arts**

Est. 1995  
 Jacque D. Durnford  
 1307 Hayes Street  
 La Crosse, WI 54603-1949  
 608-789-7760  
 jdurnfor@sdlax.k12.wi.us

**School of Technology and Arts II**

Est. 1997  
 Penny A. Reedy  
 1900 Denton Street  
 La Crosse, WI 54601-5816  
 608-789-7672  
 preedy@sdlax.k12.wi.us

**Lena Public School District**

Robert J. Werley  
 District Administrator  
 304 East Main Street  
 Lena, WI 54139  
 920-829-5703, ext. 5

**LEARN Charter School**

Est. 2005  
 Robert J. Werley  
 304 East Main Street  
 Lena, WI 54139  
 920-829-5244  
 werley@lena.k12.wi.us

**Lodi School District**

Michael J. Shimshak  
 District Administrator  
 115 School Street  
 Lodi, WI 53555-1046  
 608-592-3851 ext. 5481

**Lodi Charter School**

Est. 2000  
 Kim Amidon  
 1100 Sauk Street  
 Lodi, WI 53555-1098  
 608-592-3853  
 amidoki@lodi.k12.wi.us

**Madison Metropolitan School District**

Art Rainwater  
 District Administrator  
 545 West Dayton Street  
 Madison, WI 53703-1967  
 608-663-1607

**James C. Wright Middle School**

Est. 1995  
 Nancy Evans  
 1717 Fish Hatchery Road  
 Madison, WI 53713-1244  
 608-204-1343  
 nevans@madison.k12.wi.us

**Nuestro Mundo Community School**

Est. 2004  
 Gareth Diaz Zehrbach  
 4201 Buckeye Road  
 Madison, WI 53716-1638  
 608-204-1068  
 gzehrbach@madison.k12.wi.us

**Marshall School District**

Barb Sramek  
 District Administrator  
 P.O. Box 76  
 Marshall, WI 53559-0076  
 608-655-3466

**The Fifth Dimension**

Est. 1998  
 Barb Sramek  
 623 W. Madison Street  
 Marshall, WI 53559-0076  
 608-655-3466  
 barb\_sramek@marshall.k12.wi.us

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<sup>a</sup>Noninstrumentality

\*New school for 2006–2007 school year

**Marshfield School District**

Bruce King  
 District Administrator  
 1010 East 4th Street  
 Marshfield, WI 54449-4538  
 715-387-1101 ext. 1112

**Marshfield Human Services Academy\***

Est. 2006  
 Jane Wagner  
 1401 Becker Road  
 Marshfield, WI 54449  
 715-384-8464 ext. 338  
 wagner@marshfield.k12.wi.us

**Mauston School District**

Bruce Anderson  
 District Administrator  
 510 Grayside Avenue  
 Mauston, WI 53948-1952  
 608-847-5451

**Mauston Alternative Resource School**

Est. 1998  
 Thomas Reisenauer  
 508 Grayside Avenue  
 Mauston, WI 53948-1921  
 608-847-6603  
 tom\_reisenauer@fc.mauston.k12.wi.us

**Medford Area Public Schools**

Steve Russ  
 District Administrator  
 124 West State Street  
 Medford, WI 54451  
 715-748-4620

**Rural Virtual Academy**

Est. 2005  
 Charles Heckel  
 124 West State Street  
 Medford, WI 54451  
 715-748-4620  
 heckech@medford.k12.wi.us

**Menasha Joint School District**

Keith Fuchs  
 District Administrator  
 P.O. Box 360  
 Menasha, WI 54952-0360  
 920-967-1401

**Chance II Charter School**

Est. 2005  
 Larry Haase  
 2145 South Memorial Drive  
 Appleton, WI 54915  
 920-967-1800  
 haasel@mjsd.k12.wi.us

**Menomonie Area School District**

Jesse Harness  
 District Administrator  
 215 Pine Avenue NE  
 Menomonie, WI 54751-1511  
 715-232-1642 ext. 108

**Lucas Charter School**

Est. 1998  
 Thomas Schmelzle  
 N5639 200th Street  
 Menomonie, WI 54751-5256  
 715-232-1790  
 tom\_schmelzle@msd.k12.wi.us

**Middleton–Cross Plains School District**

William Reis  
 District Administrator  
 7106 South Avenue  
 Middleton, WI 53562-3263  
 608-829-9004

**Middleton Alternative Senior High**

Est. 1995  
 Jill Gurtner  
 2429 Clark Street  
 Middleton, WI 53562-2619  
 608-829-9640  
 jillbg@mcpasd.k12.wi.us

**City of Milwaukee**

Kevin Ingram  
 Chairman Charter School Review  
 Committee  
 200 East Wells Street, Room 606  
 Milwaukee, WI 53202  
 414-286-3850

**Academy of Learning and Leadership**

Est. 2003  
 M. Camille Mortimore  
 1530 West Center Street  
 Milwaukee, WI 53206-2101  
 414-372-3942  
 cmortimore@all-milwaukee.org

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<sup>1</sup>Noninstrumentality

\*New school for 2006–2007 school year

**Central City Cyberschool**  
Est. 1999  
Christine Faltz  
4301 North 44th Street  
Milwaukee, WI 53216  
414-444-2330  
cfaltz@cyberschool-milwaukee.org

**Darrell L. Hines College Preparatory  
Academy of Excellence**  
Est. 2002  
Barbara P. Horton  
7151 North 86th Street  
Milwaukee, WI 53224  
414-358-3542  
bhorton@dlha.org

**Downtown Montessori Academy**  
Est. 1998  
Virginia Flynn  
2319 East Kenwood Avenue  
Milwaukee, WI 53211  
414-332-8214  
dmontessori@wi.rr.com

**Maasai Institute**  
Est. 2005  
Janis McCollum  
4744 North 39th Street  
Milwaukee, WI 53202  
414-755-7810  
jmccollum@maasaiinstitute.org

**Milwaukee Public Schools**  
William G. Andrekopoulos  
District Administrator  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001

**Academia de Lenguaje y Bellas Artes**  
Est. 2004  
Brenda Martinez  
1515 West Lapham Boulevard  
Milwaukee, WI 53204-3236  
414-902-8323  
076@milwaukee.k12.wi.us

**Advanced Language and Academic  
Studies High School**  
Est. 2004  
Linda Peters  
971 West Windlake Avenue  
Milwaukee, WI 53204-3822  
414-902-7300  
034@milwaukee.k12.wi.us

**(The) Alliance School**  
Est. 2005  
Tina Owen  
234 West Galena, 2nd Floor  
Milwaukee, WI 53212  
414-227-2550  
042@milwaukee.k12.wi.us

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<sup>a</sup>Noninstrumentality

\*New school for 2006–2007 school year

**Audubon Technology and  
Communication Center**

Est. 2001  
Katrice Cotton  
3300 South 39th Street  
Milwaukee, WI 53215-4099  
414-902-7800  
041@milwaukee.k12.wi.us

**Aurora Weier Early College Bilingual  
High School<sup>n</sup>**

Est. 2005  
Luis "Tony" Baez  
2669 North Richards Street  
Milwaukee, WI 53212  
414-562-8398  
tonybaez2@aol.com

**Bruce Guadalupe Community  
School<sup>n</sup>**

Est. 2000  
Mary Beth Kuxhause  
1028 South 9th Street  
Milwaukee, WI 53224  
414-643-6441  
marybethk@unitedcc.org

**Carter School of Excellence<sup>n</sup>**

Est. 2003  
Jonathan Tempesta  
2001 West Vliet Street  
Milwaukee, WI 53205-1943  
414-933-4044  
679@milwaukee.k12.wi.us

**CITIES Project High School<sup>n</sup>**

Est. 2004  
Joseph O'Shea  
700 West Michigan Street, Suite 200  
Milwaukee, WI 53233  
414-344-8480  
joshea05@yahoo.com

**Community High School**

Est. 2004  
Jason O'Brien  
1017 North 12th Street  
Milwaukee, WI 53233  
414-934-4057  
obrienjm@milwaukee.k12.wi.us

**Downtown Institute of Arts and  
Letters\***

Est. 2006  
Lynette Jackson  
227 W. Pleasant Street  
Milwaukee, WI 53212  
414-212-3001  
070@milwaukee.k12.wi.us

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<sup>n</sup>Noninstrumentality

\*New school for 2006–2007 school year

**Fairview School**

Est. 2001  
Jacqueline Scudder  
6500 West Kinnickinnic River  
Parkway  
Milwaukee, WI 53219-3099  
414-546-7700  
155@milwaukee.k12.wi.us

**Fritsche Middle School**

Est. 1999  
Robin Kitzrow  
2969 South Howell Avenue  
Milwaukee, WI 53207-2093  
414-294-1000  
049@milwaukee.k12.wi.us

**Genesis High School**

Est. 2004  
Kathelyne Dye  
1011 West Center Street  
Milwaukee, WI 53206-3262  
414-267-5003  
010@milwaukee.k12.wi.us

**Highland Community School<sup>n</sup>**

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

**Hmong American Peace Academy<sup>n</sup>**

Est. 2004  
Chris Her-Xiong  
1418 South Layton Boulevard  
Milwaukee, WI 53215-1923  
414-383-4944  
chrisherxiong@hotmail.com

**Honey Creek Continuous Progress  
Elementary School**

Est. 2005  
Gitanjali Chawla  
6701 West Eden Place  
Milwaukee, WI 53220  
414-604-7900  
334@milwaukee.k12.wi.us

**Humboldt Park K–8 School**

Est. 2004  
Kristi Cole  
3230 South Adams Avenue  
Milwaukee, WI 53207-2700  
414-294-1700  
223@milwaukee.k12.wi.us

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<sup>n</sup>Noninstrumentality

\*New school for 2006–2007 school year

**I.D.E.A.L. Charter School**  
Est. 2001  
Barbara Ernest  
4965 South 20th Street  
Milwaukee, WI 53221-2859  
414-304-6200  
224@milwaukee.k12.wi.us

**Kosciuszko Middle Montessori School\***  
Est. 2006  
Cheryl Clancy  
971 W. Windlake Avenue  
Milwaukee, WI 53204  
414-902-7200  
050@milwaukee.k12.wi.us

**La Causa Charter School<sup>a</sup>**  
Est. 2003  
Elma Gonzales-Radke  
1643 South Second Street  
Milwaukee, WI 53204-2905  
414-902-1660  
elmar@lacausa.org

**Malcolm X Academy**  
Est. 2002  
Lonnie Anderson  
2760 North 1st Street  
Milwaukee, WI 53212-2402  
414-267-8600  
048@milwaukee.k12.wi.us

**Milwaukee Academy of Aviation,  
Science & Technology**  
Est. 2005  
Dura Hale  
3620 North 18th Street  
Milwaukee, WI 53206  
414-875-6405  
005@milwaukee.k12.wi.us

**Milwaukee Leadership Training Center<sup>a</sup>**  
Est. 2001  
Maria DeJesus Dixon  
2360 North 52nd Street  
Milwaukee, WI 53210-2701  
414-874-8588  
673@milwaukee.k12.wi.us

**Milwaukee Learning Laboratory and Institute**  
Est. 2005  
David Coyle  
6506 West Warnimont Avenue  
Milwaukee, WI 53220  
414-604-7940  
057@milwaukee.k12.wi.us

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<sup>a</sup>Noninstrumentality

\*New school for 2006–2007 school year

**Milwaukee School of Entrepreneurship**  
Est. 2004  
John Polczynski  
6914 West Appleton Avenue  
Milwaukee, WI 53216-2732  
414-438-5200  
023@milwaukee.k12.wi.us

**Next Door Charter School<sup>n</sup>**  
Est. 2005  
Sharon F. Schulz  
2545 North 29th Street  
Milwaukee, WI 53210  
414-562-2929  
sfschulz@nextdoormil.org

**Northern Star School**  
Est. 2002  
Valerie Benton-Davis  
8135 West Florist Avenue  
Milwaukee, WI 53218  
414-393-6183  
058@milwaukee.k12.wi.us

**Preparatory School for Global Leadership<sup>n</sup>**  
Est. 2004  
Jenifer DeBrabant  
1916 North 4th Street  
Milwaukee, WI 53212-3612  
414-264-3382  
jenifer.psgl@yahoo.com

**Professional Learning Institute**  
Est. 2003  
Theresa Erbe  
4965 South 20th Street  
Milwaukee, WI 53221-2859  
414-304-6180  
009@milwaukee.k12.wi.us

**Siefert Elementary School**  
Est. 2001  
Janel Howard-Hawkins  
1547 North 14th Street  
Milwaukee, WI 53205-2109  
414-935-1500  
322@milwaukee.k12.wi.us

**Truth Institute for Leadership and Training**  
Sharnissa Dunlap-Parker  
1011 W. Center Street  
Milwaukee, WI 53206  
414-267-4978  
013@milwaukee.k12.wi.us

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<sup>n</sup>Noninstrumentality

\*New school for 2006–2007 school year

**Veritas High School<sup>n</sup>**

Est. 2001  
Jodi Weber  
3025 West Oklahoma Avenue  
Milwaukee, WI 53215  
414-389-5575  
jweber@seedsofhealth.org

**Walker International Middle School**

Est. 2000  
Hector Perez-LaBoy  
1712 South 32nd Street  
Milwaukee, WI 53215-2104  
414-902-7506  
065@milwaukee.k12.wi.us

**W.E.B. Du Bois High School**

Est. 2005  
Larry Miller  
4141 North 64th Street  
Milwaukee, WI 53216  
414-393-2580  
millerlf@milwaukee.k12.wi.us

**Westside Academy I/II**

Est. 2000  
James Sonnenberg  
1940 North 36th Street  
Milwaukee, WI 53208-1927  
414-934-5000  
370@milwaukee.k12.wi.us

**Whittier Elementary School**

Est. 2001  
Peggy Mystrow  
4382 South 3rd Street  
Milwaukee, WI 53207-4999  
414-294-1400  
398@milwaukee.k12.wi.us

**Wings Academy<sup>n</sup>**

Est. 2002  
Dani LaPorte  
1501 South Layton Boulevard  
Milwaukee, WI 53215  
414-431-1356  
danielle.laporte@marquette.edu

**Wisconsin Career Academy<sup>n</sup>**

Est. 2000  
Tarik Celik  
4801 South 2nd Street  
Milwaukee, WI 53207  
414-483-2117  
celik@wiscca.org

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<sup>n</sup>Noninstrumentality

\*New school for 2006–2007 school year

**University of Wisconsin–Milwaukee**  
Robert Kattman, Director  
Center for Charter Schools  
P.O. Box 413  
Milwaukee, WI 53201  
414-229-4682

**Capitol West Academy**  
Est. 2004  
Donna Niccolai-Weber  
3939 North 88th Street  
Milwaukee, WI 53222-2748  
414-465-1302  
dweber@cwacademy.org

**Inland Seas School of Expeditionary Learning**

Est. 2005  
Timothy McCaigue  
631 North 19th Street  
Milwaukee, WI 53233  
414-933-9713  
tmccaigue@learntheseas.org

**Milwaukee Academy of Science**

Est. 2000  
Tracey Sparrow  
2000 West Kilbourn Avenue  
Milwaukee, WI 53233  
414-933-0302  
tracey.sparrow@  
milwaukeeacademyofscience.org

**Milwaukee College Preparatory School**

Est. 2002  
Robert Rauh  
2449 North 36th Street  
Milwaukee, WI 53210-3040  
414-445-8020  
rrauh@milwcollegeprep.com

**School for Early Development and Achievement**

Est. 2001  
Mary Beth Minkley  
2020 W. Wells Street  
Milwaukee, WI 53233  
414-342-4008  
mminkley@mcfi.net

**Tenor High School**

Est. 2005  
George Thimmesch  
840 North Jackson Street  
Milwaukee, WI 53202  
414-390-0835  
gthimmesch@seedsofhealth.org

**Urban League Academy of Business and Economics**

Est. 2001  
Barbara Fisher  
3814 West North Avenue  
Milwaukee, WI 53208  
414-615-3915  
bfisher@milwaukee2.edisonschools.  
com

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<sup>a</sup>Noninstrumentality

<sup>\*</sup>New school for 2006–2007 school year

**Woodlands School**

Est. 2004  
Maureen Sullivan  
5510 West Bluemound Road  
Milwaukee, WI 53208-3012  
414-475-1600  
principal@woodlands-school.org

**YMCA Young Leaders Academy**

Est. 2002  
Ronn Johnson  
1350 West North Avenue  
Milwaukee, WI 53205-1257  
414-374-9400  
rjohnson.ns@ymcamke.org

**Monona Grove School District**

Gary Schumacher  
District Administrator  
5301 Monona Drive  
Monona, WI 53716-3126  
608-221-7660

**Monona Grove Alternative High School**

Est. 1998  
Paul Brost  
4400 Monona Drive  
Monona, WI 53716-1097  
608-221-7666  
paul\_brost@mononagrove.org

**Monroe School District**

Craig Jefson  
District Administrator  
925 16th Avenue, Suite 3  
Monroe, WI 53566-1763  
608-328-7171

**Abraham Lincoln Accelerated Learning Academy\***

Est. 2006  
Tina Van Meer  
2625 - 14th Avenue  
Monroe, WI 53566  
608-328-7172  
tina.vanmeer@monroe.k12.wi.us

**Monroe Alternative Charter School**

Est. 1998  
Joe Monroe  
1220 16th Avenue  
Monroe, WI 53566-1763  
608-328-7227  
joe.monroe@monroe.k12.wi.us

**Monroe Independent Education Charter School**

Est. 2003  
Dan Bauer  
1220 16th Avenue  
Monroe, WI 53566-1763  
888-947-6437  
dan.bauer@monroe.k12.wi.us

**MMS Alternative Charter**

Est. 2005  
Lynne Wheeler  
1220 16th Avenue  
Monroe, WI 53566  
608-328-7128  
lynne.wheeler@monroe.k12.wi.us

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<sup>1</sup>Noninstrumentality

\*New school for 2006–2007 school year

	<p><b>Monroe Virtual Charter School*</b>            Est. 2006            Dan Bauer            801 32nd Avenue            Monroe, WI 53566            888-947-6437            dan.bauer@monroe.k12.wi.us</p>
<p><b>Mukwonago Area School District</b>            Paul A. Strobel            District Administrator            423 Division Street            Mukwonago, WI 53149-1294            262-363-6304</p>	<p><b>Eagleville Elementary Charter School</b>            Est. 2004            Lynn Furey            S101 W34511 Hwy LO            Eagle, WI 53119            262-363-6258            fureyev@wi.rr.com</p>
<p><b>Neenah Joint School District</b>            James M. Wiswall            District Administrator            410 South Commercial Street            Neenah, WI 54956-2593            920-751-6800</p>	<p><b>Alliance Charter Elementary</b>            Est. 2004            Robert Lindner            215 East Forest Avenue            Neenah, WI 54956-2765            920-751-6970            blindner@neenah.k12.wi.us</p>
<p><b>Neillsville School District</b>            John Gaier            District Administrator            614 East 5th Street            Neillsville, WI 54456-2026            715-743-3323</p>	<p><b>Clark County Charter School<sup>a</sup></b>            Est. 1998            Kelly Timmons            1115 West 4th Street, Suite A            Neillsville, WI 54456            715-743-7443            ktimmons@cesa10.k12.wi.us</p>
<p><b>New Lisbon School District</b>            Edward Dombrowski            District Administrator            500 South Forest Street            New Lisbon, WI 53950-0205            608-562-3700</p>	<p><b>Juneau County Charter School<sup>a</sup></b>            Est. 1999            Michele Yates-Wickus            N11003 17th Avenue            Necedah, WI 54646            608-742-8811            yatesm@cesa5.k12.wi.us</p>
<p><b>New London School District</b>            Bill Fitzpatrick            District Administrator            901 West Washington Street            New London, WI 54961-1698            920-982-8530</p>	<p><b>CASTLE Learning Center</b>            Est. 2002            Cari Guden            1700 Klatt Road            New London, WI 54961-8603            920-982-8420            cguden@newlondon.k12.wi.us</p>
<p><b>Northern Ozaukee School District</b>            William R. Harbron            District Administrator            401 Highland Drive            Fredonia, WI 53021-9499            262-692-2489</p>	<p><b>The Wisconsin Virtual Academy</b>            Est. 2003            Daniel Hanrahan            401 Highland Drive            Fredonia, WI 53021-9499            262-692-3988            dhanrahan@wivcs.org</p>

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<sup>a</sup>Noninstrumentality

\*New school for 2006–2007 school year

**Oak Creek–Franklin School District**

Sara Larsen  
 District Administrator  
 7630 South 10th Street  
 Oak Creek, WI 53154-1912  
 414-768-5886

**Oak Creek-Franklin Connects Learning Center**

Est. 2001  
 Lisa Kujawa  
 6201 South Barland Avenue  
 Cudahy, WI 53110-2951  
 414-768-6176  
 l.kujawa@oakcreek.k12.wi.us

**Early Learning Academy\***

Est. 2006  
 Christopher Gabrhel  
 3871 E. Bluestem Drive  
 Oak Creek, WI 53154  
 414-768-5220  
 c.gabrhel@oakcreek.k12.wi.us

**Oconto Falls School District**

David C. Polashek  
 District Administrator  
 200 North Farm Road  
 Oconto Falls, WI 54154-1221  
 920-848-4471

**Falls Alternative Learning Site**

Est. 1998  
 Becky James  
 320 Central Avenue  
 Oconto Falls, WI 54154  
 920-848-4455  
 becjames@ocontofalls.k12.wi.us

**Spruce School**

Est. 1998  
 Thomas Menor  
 7904 County A West  
 Lena, WI 54139  
 920-829-5204  
 tommenor@ocontofalls.k12.wi.us

**School District of Osceola**

Roger Kumlien  
 District Administrator  
 331 Middle School Drive  
 Osceola, WI 54020  
 715-294-4140

**Osceola Career Charter School\***

Est. 2006  
 Josh Robinson  
 1111 Oak Ridge Drive  
 Osceola, WI 54020  
 715-294-2127 ext. 403  
 robinsonj@osceola.k12.wi.us

**Osceola Charter Preschool**

Est. 2005  
 Peggy Weber  
 250 Tenth Avenue  
 Osceola, WI 54020  
 715-294-3457  
 weberp@osceola.k12.wi.us

**Oshkosh Area School District**

Ronald A. Heilmann Jr.  
 District Administrator  
 P.O. Box 3048  
 Oshkosh, WI 54903-3048  
 920-424-0160

**Accelerated Alternative Learning Program School**

Est. 2004  
 Shelly Muza  
 108 West New York Avenue  
 Oshkosh, WI 54901-3795  
 920-424-0349  
 shelly.muza@oshkosh.k12.wi.us

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<sup>a</sup>Noninstrumentality

\*New school for 2006–2007 school year

**EAA Charter School**  
Est. 2001  
Barbara Herzog  
1225 North Oakwood Road  
Oshkosh, WI 54904-8456  
920-424-0164  
barbara.herzog@oshkosh.k12.wi.us

**East High School**  
Est. 2004  
Jeff Walters  
405 Washington Avenue  
Oshkosh, WI 54901  
920-424-0160  
jeff.walters@oshkosh.k12.wi.us

**Journeys School**  
Est. 2004  
Jeff Walters  
405 Washington Avenue  
Oshkosh, WI 54901  
920-232-0673  
jeff.walters@oshkosh.k12.wi.us

**Merrill Elementary Healthy Living\***  
Est. 2006  
Julie Brilli  
108 W. New York Avenue  
Oshkosh, WI 54901  
920-424-0420  
julie.brilli@oshkosh.k12.wi.us

**Oakwood Environmental Education  
Charter School**  
Est. 2003  
Kirby Schultz  
1225 North Oakwood Road  
Oshkosh, WI 54904-8456  
920-424-0315  
kirby.schultz@oshkosh.k12.wi.us

**Parkview School District**  
Gary Reineck  
District Administrator  
P.O. Box 250  
Orfordville, WI 53576-0250  
608-879-2717

**Parkview Charter School**  
Est. 1999  
Christopher Nelson  
P.O. Box 250  
Orfordville, WI 53576-0250  
608-879-2352  
cnelson@parkview.k12.wi.us

**Portage Community School District**  
Daniel Pulsfus  
District Administrator  
904 De Witt Street  
Portage, WI 53901-1726  
608-742-4879

**Portage Academy of Achievement**  
Est. 1999  
Tim Peterson  
117 West Franklin Street  
Portage, WI 53901-1262  
608-742-1409  
petersont@portage.k12.wi.us

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<sup>n</sup>Noninstrumentality

\*New school for 2006–2007 school year

**River Crossing Environmental  
Charter School**

Est. 2002  
Victoria Dahlby  
191 East Slifer Street  
Portage, WI 53901-1297  
608-742-3764  
river@portage.k12.wi.us

**Racine Unified School District**

Thomas Hicks  
District Administrator  
2220 Northwestern Avenue  
Racine, WI 53404-2597  
262-635-5600

**McKinley Middle Charter School**

Est. 2000  
Lori Sue Pelk  
2326 Mohr Avenue  
Racine, WI 53405-2645  
262-664-6150  
lpelk@racine.k12.wi.us

**The REAL School**

Est. 2000  
Robert Holzem  
5915 Erie Street  
Racine, WI 53402-1963  
262-664-8100  
bholzem@racine.k12.wi.us

**School District of Rhinelander**

Roger Erdahl  
District Administrator  
315 South Oneida Avenue  
Rhinelander, WI 54501-3422  
715-365-9750

**Northwoods Community Elementary  
School**

Est. 2004  
Kelli Jacobi  
9086 County Road K  
Harshaw, WI 54529-9731  
715-282-8200  
jacobkel@rhinelander.k12.wi.us

**Northwoods Community Secondary  
School**

Est. 2004  
Janet Bontz  
511 South Pelham Street  
Rhinelander, WI 54501-3316  
715-365-9720  
bontzjan@rhinelander.k12.wi.us

**Rice Lake Area School District**

Paul A. Vine  
District Administrator  
700 Augusta Street  
Rice Lake, WI 54868-1996  
715-234-9007

**Barron County Alternative School<sup>a</sup>**

Est. 2001  
Paul A. Vine  
1725 South Main Street  
Rice Lake, WI 54868  
715-234-9007  
vinep@ricelake.k12.wi.us

**Richland School District**

Rachel L. Schultz  
District Administrator  
26221 Starlight Lane, Suite A  
Richland Center, WI 53581-4048  
608-647-6106

**Comprehensive Learning Center**

Est. 2000  
Rachel L. Schultz  
678 South Park Street  
Richland Center, WI 53581-2748  
608-647-9177  
rschultz@richland.k12.wi.us

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<sup>a</sup>Noninstrumentality

\*New school for 2006–2007 school year

**Ripon School District**  
Michael Heckman  
District Administrator  
P.O. Box 991  
Ripon, WI 54971-0991  
920-748-4600

**River Falls School District**  
Boyd C. McLarty  
District Administrator  
852 East Division Street  
River Falls, WI 54022-2599  
715-425-1800

**Sauk Prairie School District**  
Craig Bender  
Interim District Administrator  
213 Maple Street  
Sauk City, WI 53583-1042  
608-643-5990

**Sheboygan Area School District**  
Joseph Sheehan  
District Administrator  
830 Virginia Avenue  
Sheboygan, WI 53081-4427  
920-459-6487

**Shorewood School District**  
Blane McCann  
District Administrator  
1701 East Capitol Drive  
Shorewood, WI 53211  
414-963-6901

**Ripon Exploration and Application  
Charter High School\***  
Est. 2006  
Dan Tjernagel  
850 Tiger Drive  
Ripon, WI 54971  
920-748-4618  
tjernageld@ripou.k12.wi.us

**Renaissance Charter School**  
Est. 1999  
Carole Mottaz  
211 North Fremont Street  
River Falls, WI 54022-2568  
715-425-7687  
mottaz@presenter.com

**River Falls Public Montessori  
Academy**  
Est. 2002  
Chuck Eaton  
211 North Fremont Street  
River Falls, WI 54022-2148  
715-425-7645  
cheato@rfsd.k12.wi.us

**Merrimac Community Charter\***  
Est. 2006  
Cliff Thompson  
213 Maple Street  
Sauk City, WI 53583  
608-963-8461  
thompcli@staff.saukpr.k12.wi.us

**Riverview Academy Charter School**  
Est. 2005  
Vicki Ritchie  
830 Virginia Avenue  
Sheboygan, WI 53081  
920-459-6746  
vritchie@sheboygan.k12.wi.us

**Washington School for  
Comprehensvie Literacy\***  
Est. 2006  
G. Wayne Blessing  
1238 Geele Avenue  
Sheboygan, WI 53083  
920-459-3661  
wblessing@sheboygan.k12.wi.u

**New Horizons for Learning**  
Est. 2005  
Rick Monroe  
1701 East Capitol Drive  
Shorewood, WI 53211  
414-963-6933  
rmonroe@shorewood.k12.wi.us

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<sup>1</sup>Noninstrumentality

\*New school for 2006–2007 school year

**Sparta Area School District**  
John Hendricks  
District Administrator  
506 North Black River Street  
Sparta, WI 54656-1548  
608-269-3151

**Lakeview Montessori School**  
Est. 2004  
Michael Roddick  
711 Pine Street  
Sparta, WI 54656-1450  
608-269-6144  
mroddick@spartan.org

**Sparta Area Independent Learning Schools**  
Est. 2004  
Peggy Jadack  
506 North Black River Street  
Sparta, WI 54656-1548  
608-366-3430  
mjadack@spartan.org

**Sparta Charter Preschool**  
Est. 2000  
Michael Roddick  
201 East Franklin Street  
Sparta, WI 54656-1548  
608-269-3151  
mroddick@spartan.org

**Sparta High Point School**  
Est. 2002  
Mathew Toetz  
201 East Franklin Street  
Sparta, WI 54656-1548  
608-366-3470  
mtoetz@spartan.org

**Stevens Point Area School District**  
Bette Lang  
District Administrator  
1900 Polk Street  
Stevens Point, WI 54481-5875  
715-345-5444

**Concerned About Reaching Everyone**  
Est. 2000  
Connie Negaard  
2000 Polk Street  
Stevens Point, WI 54481-5872  
715-345-5620  
cnegaard@wisp.k12.wi.us

**Jefferson School for the Arts**  
Est. 2004  
David Lockett  
1800 East Avenue  
Stevens Point, WI 54481-3799  
715-345-5418  
dlockett@wisp.k12.wi.us

**McDill Academies**  
Est. 2002  
Dennis Raabe  
2516 School Street  
Stevens Point, WI 54481-6100  
715-345-5420  
draabe@wisp.k12.wi.us

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<sup>a</sup>Noninstrumentality

\*New school for 2006–2007 school year

**McKinley Center**  
Est. 1998  
John Blader Sr.  
2926 Blaine Street  
Stevens Point, WI 54481  
715-345-5421  
jblader@wisp.k12.wi.us

**Roosevelt IDEA School**  
Est. 2004  
Pamela Bork  
2200 Wisconsin Avenue  
Plover, WI 54467-9355  
715-345-5425  
pbork@wisp.k12.wi.us

**Washington Service-Learning Center**  
Est. 2004  
William Carlson  
3500 Prais Street  
Stevens Point, WI 54481-2298  
715-345-5426  
bcarlson@wisp.k12.wi.us

**Wisconsin River Academy**  
Est. 2002  
Mike Devine  
1201 North Point Drive  
Stevens Point, WI 54481-1114  
715-345-5504  
mdevine@wisp.k12.wi.us

**Trevor–Wilmot Consolidated Grade  
School District**  
Deborah Kerr, George Steffen  
District Administrator  
26325 Wilmot Road  
Trevor, WI 53179-9701  
262-862-6461, 262-862-2356

**Verona Area School District**  
Dean Gorrell  
District Administrator  
700 North Main Street  
Verona, WI 53593-1153  
608-845-4310

**Bright Horizons**  
Est. 1998  
Teresa Curley  
26325 Wilmot Road  
Trevor, WI 53179-9701  
262-862-2356  
curleyta@twc.k12.wi.us

**Core Knowledge Charter School**  
Est. 1996  
Robert McNallie  
740 North Main Street  
Verona, WI 53593  
608-845-4133  
mcnallir@verona.k12.wi.us

**New Century School**  
Est. 1995  
Tim Bubon  
420 Church Street  
Verona, WI 53593  
608-845-4910  
bubont@verona.k12.wi.us

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<sup>a</sup>Noninstrumentality

\*New school for 2006–2007 school year

**Viroqua Area School District**  
David Johnston  
District Administrator  
115 North Education Avenue  
Viroqua, WI 54665-1318  
608-637-1187

**Laurel High School**  
Est. 1999  
Renee Baker  
100 Blackhawk Drive  
Viroqua, WI 54665-1315  
608-637-1605  
bakren@viroqua.k12.wi.us

**Vernon County Area Better Futures High School**  
Est. 2000  
Fritz Cushing  
100 Blackhawk Drive  
Viroqua, WI 54665-1315  
608-637-1605  
fcushing@viroqua.k12.wi.us

**Waukesha School District**  
David Schmidt  
District Administrator  
222 Maple Avenue  
Waukesha, WI 53186-4725  
262-970-1012

**Harvey Philip Alternative Charter School**  
Est. 2000  
James Haessly  
621 West College Avenue  
Waukesha, WI 53186  
262-970-1102  
jhaessly@waukeshak12.wi.us

**iQ Academies at Wisconsin**  
Est. 2004  
Kristine Diener  
222 Maple Avenue  
Waukesha, WI 53186-4725  
262-970-1074  
kdiener@waukesha.k12.wi.us

**Project Change Alternative Recovery School**  
Est. 2002  
James P. Haessly  
222 Maple Avenue  
Waukesha, WI 53186-4725  
262-970-1102  
jhaessly@waukesha.k12.wi.us

**Waukesha Academy of Health Professions**  
Est. 2004  
Linda Farina  
401 East Roberta Avenue  
Waukesha, WI 53186-6637  
262-970-3775  
lfarina@waukesha.k12.wi.us

**Waupun School District**  
Alain Holt  
District Administrator  
950 Wilcox Street  
Waupun, WI 53963-2242  
920-324-9341

**Waupun Alternative High School**  
Est. 2000  
Jeff Finstad  
801 East Lincoln Street  
Waupun, WI 53963  
920-324-5591  
jfinstad@waupun.k12.wi.us

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<sup>a</sup>Noninstrumentality

<sup>\*</sup>New school for 2006–2007 school year

**Wausau School District**

Stephen F. Murley  
 District Administrator  
 415 Seymour Street  
 Wausau, WI 54403  
 715-261-0500

**New Horizons Charter School**

Est. 2005  
 Julie Sprague  
 120 South 14th Avenue  
 Wausau, WI 54401  
 715-261-2490  
 jsprague@wausau.k12.wi.us

**Wausau Area Montessori School**

Est. 2005  
 Nancy Caskey  
 3101 North 13th Street  
 Wausau, WI 54403  
 715-261-0733  
 ncaskey@wausau.k12.wi.us

**West Allis School District**

Kurt Wachholz  
 District Administrator  
 9333 West Lincoln Avenue  
 West Allis, WI 53227-2395  
 414-604-3005

**Academy of Learning—21st Century Skills Model<sup>1</sup>**

Est. 2001  
 Pam Cohen  
 2450 South 68th Street, Suite 200  
 West Allis, WI 53219-1904  
 262-787-9545  
 pcohen@cesa1.k12.wi.us

**Weyauwega–Fremont School District**

F. James Harlan  
 District Administrator  
 P.O. Box 580  
 Weyauwega, WI 54983-0580  
 920-867-2148

**Waupaca County Charter School<sup>1</sup>**

Est. 1998  
 Michele Yates-Wickus  
 P.O. Box 457  
 Weyauwega, WI 54983  
 920-867-4744  
 yatesm@cesa5.k12.wi.us

**Whitnall School District**

Karen Petric  
 District Administrator  
 5000 South 116th Street  
 Greenfield, WI 53228  
 414-525-8114

**Collaborating On Readiness Education for 4 Year Olds\***

Est. 2006  
 Sally Habanek  
 5000 South 116th Street  
 Greenfield, WI 53228  
 414-525-8414  
 shabanek@whitnall.com

**Wisconsin Dells School District**

Charles Whitsell  
 District Administrator  
 811 County Road H  
 Wisconsin Dells, WI 53965-9636  
 608-254-7769

**Kilbourn Academy**

Est. 2000  
 Randy Kuhnau  
 520 Race Street  
 Wisconsin Dells, WI 53965-1844  
 608-253-1461  
 rkuhnau@sdwd.k12.wi.us

**Wisconsin Rapids Public Schools**

Robert Cavanaugh  
 Interim  
 District Administrator  
 510 Peach Street  
 Wisconsin Rapids, WI 54494  
 715-422-6005

**Central Cities Health Institute**

Est. 2005  
 Kathy Jarosinski  
 1801 16th Street South  
 Wisconsin Rapids, WI 54494  
 715-422-7197  
 Kathy.Jarosinski@wrps.org

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<sup>1</sup>Noninstrumentality

\*New school for 2006–2007 school year

## Appendix D

### New Charter Schools Opened in 2006

	<i>Authorizer</i>	<i>Charter School</i>
1	Appleton	Foster (Stephen) Elementary School
2	Baraboo	Baraboo Hills Elementary School
3	Central Westosha UHS	Central Charter School
4	Flambeau	Whitetail Academy Charter School
5	Kenosha	Kenosha eSchool
6	Marshfield	Marshfield Human Services Academy
7	Milwaukee	Downtown Institute of Arts and Letters
8	Milwaukee	Expressions School of the Arts ( <i>Closed October 2006</i> )
9	Milwaukee	Kosciuszko Middle Montessori School
10	Monroe	Abraham Lincoln Accelerated Learning Academy
11	Monroe	Monroe Virtual Charter School
12	Oak Creek-Franklin	Early Learning Academy
13	Osceola	Osceola Career Charter School
14	Oshkosh	Merrill Elementary Healthy Living Charter
15	Ripon	Ripon Exploration and Application Charter High School
16	Sauk Prairie	Merrimac Community Charter School
17	Sheboygan	Washington School for Comprehensive Literacy
18	Whitnall	Collaborating On Readiness Education for 4 Year Olds

## Appendix E

### Closed Charter Schools

<i>Charter Authorizer</i>	<i>Charter Name</i>	<i>Year Opened</i>	<i>Year Closed</i>	<i>School Type</i>	<i>Grades Served</i>
Antigo Unified School District	Chrysalis Elementary	1999	2002	Gen/Lib Arts	7–12
Antigo Unified SD	Chrysalis Family	1998	2002	Gen/Lib Arts	7–12
Antigo Unified SD	Lily Community	2000	2002	Gen/Lib Arts	K–6
Beloit SD	Knights Academy	1999	2003	Gen/Lib Arts	K–8
Blackhawk SD	E*X*C*E*L*	1999	2003	Gen/Lib Arts	5–12
City of Milwaukee	Khamit Institute	1998	2004	Gen/Lib Arts	K4–8
City of Milwaukee	YWCA Global Career City Academy	1999	2003	Gen/Lib Arts	K4
Colfax SD	Academic Center-Middle School	1999	2004	At-Risk	6–8
Eau Claire SD	Health Occupations	2002	2003	Thematic	11–12
Fond du Lac SD	Charter Products, Inc.	1998	2000	At-Risk	9–12
Gilman SD	Gilman Charter School	2001	2006	At-Risk	7–12
Glidden SD	Glidden Charter	1999	2000	At-Risk	6–8
Jefferson SD	Jefferson County Alternative School	2000	2006	At Risk	9–12
La Crosse SD	Medical Partnership-Lincoln Middle	2000	2004	Math/Science	7–8
Lac du Flambeau #1 SD	Leadership Academy	1999	2002	Gen/Lib Arts	4–8
Ladysmith-Hawkins SD	Alternative Program II	2002	2006	At-Risk	9–12
Ladysmith-Hawkins SD	Evening Alternative School	1997	2002	Math/Science	7–8
Ladysmith-Hawkins SD	Project: Learning!	2001	2004	Gen/Lib Arts	1–12
Lake Geneva SD	Badger Career Campus	2000	2005	Tech/Vocational	9–11
Lancaster Community SD	Lancaster Academy	1997	2002	Gen/Lib Arts	7–12
Madison Metropolitan SD	Affiliated Alternatives	1995	2003	Gen/Lib Arts	7–12
Menasha SD	School on the Lake	2000	2006	Environmental	6–8
Milwaukee Public Schools	Afro Urban Institute	2002	2004	At-Risk	11–12
Milwaukee Public Schools	Community Trade and Business	2004	2006	Project Based	9–12
Milwaukee Public Schools	Expressions School of the Arts	2006	2006	Arts/Culture	9–12
Milwaukee Public Schools	Juneau (Solomon)Business High School	2001	2006	At-Risk	9–12
Milwaukee Public Schools	New Hope Institute of Science and Tech	2003	2006	Technology	6–12

<i>Charter Authorizer</i>	<i>Charter Name</i>	<i>Year Opened</i>	<i>Year Closed</i>	<i>School Type</i>	<i>Grades Served</i>
Milwaukee Public Schools	Phoenix High School	2001	2006	At-Risk	9–12
Milwaukee Public Schools	School of Humanities	2004	2006	At-Risk	9–11
North Crawford SD	Kickapoo River Institute	1997	1998	At-Risk	10–12
Omro SD	Enterprise Charter School	2000	2006	At-Risk	7–12
Prairie du Chien	Eastman Community Home Organization Elementary School	2000	2006	Community Based	K–5
St. Francis SD	Horizon Academy	1998	2004	At-Risk	9–12
Sturgeon Bay SD	Door County Charter School	2001	2005	Virtual/ At-Risk	9–12
Sun Prairie SD	Dane Co. Transition School	1998	2004	At-Risk	9–12
Sun Prairie SD	Sun Prairie Alternative High School	2000	2005	At-Risk	9–12
Trevor	Trevor Accelerated Program	1998	2006	General	K4–K5
Wausau SD	Star Bright Charter	2000	2003	At-Risk	K–4
Wisconsin Rapids SD	River Cities High School	2000	2003	Gen/Lib Arts	9–12
Woodruff J1 SD	Nature & Technology Charter School	1998	1999	At-Risk	10–12

## Appendix F

### Resources

Wisconsin laws governing charter schools:

<http://www.legis.state.wi.us/statutes/Stat0118.pdf>

Search for Statute 118.40 Charter Schools; also 115–121, which apply to public schools.

DPI Charter Web page:

<http://www.dpi.wi.gov/sms/csindex.html>

To learn about charter schools in general, please visit:

[http://www.uscharterschools.org/pub/uscs\\_docs/index.htm](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/cs/r/view/uscs\\_rs/1699](http://www.uscharterschools.org/cs/r/view/uscs_rs/1699)

For national resources, Web sites, and research, please visit:

<http://www.ncrel.org/sdrs/timely/inet.htm>

Library of Charter School Authorizer Resources:

<http://www.charterauthorizers.org/pubnacsa/library/index.php>

Wisconsin Charter School Association, association and advocacy for charter schools:

<http://www.wicharterschools.org/home.cfm>—or contact Association Secretary Senn Brown at [sennb@charter.net](mailto:sennb@charter.net)

Institute for the Transformation of Learning, Marquette University:

[www.itlmuonline.org](http://www.itlmuonline.org)

### 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.com/>

For guidance on principles and standards for quality authorizing, please download a copy of:

<http://www.charterauthorizers.org/files/nacsa/BECSA/Quality.pdf>

## Appendix G

### Wisconsin Charter Schools Alphabetized by School Name

	<i>Charter School</i>	<i>Chartering Authority</i>	<i>Grades Served</i>	<i>Page No.</i>
122	Abraham Lincoln Accelerated Learning Academy*	Monroe	K4–6	74
74	Academia de Lenguaje y Bellas Artes	Milwaukee	K3–5	50
24	Academic Center—High School	Colfax	9–12	24
184	Academy of Learning—21st Century Skills Model	West Allis	11–12	107
69	Academy of Learning and Leadership	City of Milwaukee	K–8	47
139	Accelerated Alternative Learning Program School (ALPS)	Oshkosh Area	3–8	82
75	Advanced Language and Academic Studies	Milwaukee	9–12	50
128	Alliance Charter Elementary	Neenah	K–5	77
76	The Alliance School	Milwaukee	9–12	51
1	Appleton Community Learning Center	Appleton Area	7–8	13
2	Appleton eSchool	Appleton Area	9–12	13
3	Appleton Public Montessori	Appleton Area	1–6	14
14	Argyle Land Ethic Academy (ALEA)	Argyle	11–12	19
28	Ascend Academy	Drummond Area	7–12	26
77	Audubon Technology and Communication Center	Milwaukee	6–8	51
78	Aurora Weier Early College Bilingual High School	Milwaukee	9–12	52
17	Baraboo Hills Elementary School*	Baraboo	K–5	20
152	Barron County Alternative School	Rice Lake Area	9–12	89
18	Beaver Dam Charter School	Beaver Dam	6–12	21
172	Bright Horizons Charter School	Trevor -Wilmot	K4	101
44	Brompton School	Kenosha	K–5	35
79	Bruce Guadalupe Community School	Milwaukee	K4–8	52
112	Capitol West Academy	UW-Milwaukee	K4–4	68
52	Caring Opportunities for Recovery Education (CORE)	Kimberly Area	9–12	39
80	Carter School of Excellence	Milwaukee	K4–5	53
4	Central Alternative High School	Appleton Area	9–12	14
22	Central Charter School*	Westosha	11–12	23
188	Central Cities Health Institute	Wisconsin Rapids	11–12	109
70	Central City Cyberschool	City of Milwaukee	K4–8	48
131	Challenging All Students to Learn Effectively (CASTLE)	New London	9–12	78

\*School opened in 2006

	<i>Charter School</i>	<i>Chartering Authority</i>	<i>Grades Served</i>	<i>Page No.</i>
66	Chance II Charter School	Menasha	9–10	45
29	Chippewa Valley Montessori Charter School	Eau Claire Area	K4–5	27
30	Chippewa Valley Technology Charter School	Eau Claire Area	9–12	27
81	CITIES Project High School	Milwaukee	9–12	53
129	Clark County Charter School	Neillsville	9–12	77
5	Classical Charter School	Appleton Area	K–8	15
186	Collaborating On Readiness Education for 4 Year Olds*	Whitnall	K4	108
82	Community High School	Milwaukee	9–12	54
153	Comprehensive Learning Center	Richland Center	9–12	90
165	Concerned About Reaching Everyone (CARE)	Stevens Point Area	7–9	98
133	Connects Learning Center	Oak Creek-Franklin	9–12	79
173	Core Knowledge Charter School	Verona Area	K–8	102
54	Coulee Montessori	La Crosse	K4–8	40
25	Crandon Alternative Resource School	Crandon	7–12	25
6	Dan Spalding Academy	Appleton Area	7–12	15
71	Darrell L. Hines College Preparatory Academy of Excellence	City of Milwaukee	K–7	48
27	Denmark Empowerment Charter School	Denmark	8–12	26
45	Dimensions of Learning Academy	Kenosha	K–8	35
83	Downtown Institute of Arts and Letters*	Milwaukee	9–12	54
72	Downtown Montessori Academy	City of Milwaukee	K3–6	49
41	Dr. Joseph Lalich Charter School	Hurley	9–12	33
140	EAA Charter School	Oshkosh Area	3	83
127	Eagleville Elementary Charter School	Mukwonago	1–6	76
134	Early Learning Academy*	Oak Creek-Franklin	K4	80
141	East High School	Oshkosh Area	9–12	83
84	Fairview School	Milwaukee	K3–6	55
135	Falls Alternative Learning Site	Oconto Falls	9–12	80
62	Fifth Dimension	Marshall	10–12	43
33	Flambeau Charter School	Flambeau	PK–12	29
7	Foster (Stephen) Elementary School*	Appleton Area	K4–6	15
8	Fox River Academy	Appleton Area	3–8	16
85	Fritsche Middle School	Milwaukee	6–8	55
86	Genesis High School	Milwaukee	9–12	56

\*School opened in 2006

	<i>Charter School</i>	<i>Chartering Authority</i>	<i>Grades Served</i>	<i>Page No.</i>
36	Grantsburg Virtual School	Grantsburg	5–12	30
177	Harvey Philip Alternative Charter School	Waukesha	9–12	103
39	Hayward Center for Individualized Learning	Hayward Community	K–12	32
87	Highland Community School	Milwaukee	K3–3	56
88	Hmong American Peace Academy (HAPA)	Milwaukee	K4–5	57
89	Honey Creek Continuous Progress Elementary School	Milwaukee	K3–5	57
90	Humboldt Park K–8 School	Milwaukee	K3–8	58
91	I.D.E.A.L. Charter School	Milwaukee	K3–8	59
113	Inland Seas School of Expeditionary Learning	UW-Milwaukee	9–12	69
178	iQ Academies at Wisconsin	Waukesha	9–12	104
60	James C. Wright Middle School	Madison Metropolitan	6–8	42
42	Janesville Academy for International Studies	Janesville	11–12	34
21	JEDI Virtual High School	Cambridge	9–12	22
166	Jefferson School for the Arts	Stevens Point Area	PK–6	98
142	Journeys School	Oshkosh Area	7–12	83
130	Juneau County Charter School	New Lisbon	8–12	78
46	Kenosha eSchool*	Kenosha	9–12	36
50	Kiel eSchool	Kiel Area	7–12	37
187	Kilbourn Academy	Wisconsin Dells	9–12	109
92	Kosciuszko Middle Montessori School*	Milwaukee	K3–8	59
93	La Causa Charter School	Milwaukee	K5–8	60
55	La Crossroads High School	La Crosse	9–12	40
15	Lafayette County Community Charter School	Argyle	9–10	19
49	Lakeshore Alternative High School	Kewaunee	11–12	37
161	Lakeview Montessori School	Sparta Area	K4–3	95
23	Language Instruction for Tomorrow (LIFT) Charter School	Clinton Community	K4–2	24
175	Laurel High School	Viroqua Area	9–12	102
58	LEARN Charter School	Lena	9–12	41
26	Life Education and Preparation Program (LEAPP)	Deerfield Community	9–12	25
59	Lodi Charter School	Lodi	9–12	42
67	Lucas Charter School	Menomonie Area	9–12	46
73	Maasai Institute	City of Milwaukee	9–12	49
94	Malcolm X Academy	Milwaukee	7–12	61

\*School opened in 2006

	<i>Charter School</i>	<i>Chartering Authority</i>	<i>Grades Served</i>	<i>Page No.</i>
63	Marshfield Human Services Academy*	Marshfield	10-12	44
64	Mauston Alternative Resource School	Mauston	6-8	44
167	McDill Academies	Stevens Point Area	PK-6	99
168	McKinley Center	Stevens Point Area	K4-6	99
31	McKinley Charter School	Eau Claire Area	6-12	28
148	McKinley Middle Charter School	Racine	6-8	87
51	Meeme LEADS Charter School	Kiel Area	K-4	38
143	Merrill Elementary Healthy Living Charter*	Oshkosh Area	PK-5	84
157	Merrimac Community Charter School*	Sauk Prairie	K-5	92
68	Middleton Alternative Senior High	Middleton-Cross Plains	9-12	47
95	Milwaukee Academy of Aviation, Science & Technology	Milwaukee	9-12	61
114	Milwaukee Academy of Science	UW-Milwaukee	K4-8	70
115	Milwaukee College Preparatory School	UW-Milwaukee	K4-8	70
96	Milwaukee Leadership Training Center	Milwaukee	5-10	62
97	Milwaukee Learning Laboratory and Institute	Milwaukee	9-12	62
98	Milwaukee School of Entrepreneurship	Milwaukee	11-12	63
118	Milwaukee Urban League of Business and Economics	UW-Milwaukee	K-12	72
121	Monona Grove Alternative High School	Monona Grove	10-12	73
123	Monroe Alternative Charter School	Monroe	6-8	75
124	Monroe Alternative Middle School	Monroe	6-8	75
125	Monroe Independent Education Charter School	Monroe	7-12	75
126	Monroe Virtual Charter School*	Monroe	6-8	76
174	New Century School	Verona Area	K-5	102
182	New Horizons Charter School	Wausau	7-9	106
160	New Horizons for Learning	Shorewood	10-12	95
99	Next Door Charter School	Milwaukee	K4-K5	63
53	Northeast Wisconsin Online Charter School (NEWOCS)	Kohler	7-12	39
100	Northern Star School	Milwaukee	6-9	64
150	Northwoods Community Elementary School	Rhineland	K-5	88
151	Northwoods Community Secondary School	Rhineland	6-12	89
61	Nuestro Mundo Community School	Madison Metropolitan	K-2	43
144	Oakwood Environmental Education Charter School	Oshkosh Area	4-5	85

\*School opened in 2006

	<i>Charter School</i>	<i>Chartering Authority</i>	<i>Grades Served</i>	<i>Page No.</i>
9	Odyssey-Magellan Charter School	Appleton Area	3–8	17
137	Osceola Career Charter School*	Osceola	11–12	81
138	Osceola Charter Preschool	Osceola	K4	81
47	Paideia Academy	Kenosha	6–8	36
145	Parkview Charter School	Parkview	9–12	86
38	Passage Middle School	Hamilton	6–8	32
146	Portage Academy of Achievement	Portage Community	9–12	86
101	Preparatory School for Global Leadership	Milwaukee	6–8	64
102	Professional Learning Institute	Milwaukee	9–12	65
179	Project Change Alternative Recovery School	Waukesha	9–12	104
149	REAL School	Racine	6–12	88
155	Renaissance Charter Academy	River Falls	9–12	91
10	Renaissance School for the Arts	Appleton Area	9–12	17
154	Ripon Exploration and Application Charter High School*	Ripon	9–10	90
147	River Crossing Environmental Charter School	Portage Community	4–8	87
156	River Falls Public Montessori Academy	River Falls	K–6	92
158	Riverview Academy Charter School	Sheboygan Area	9–12	93
43	Rock River Charter School	Janesville	6–12	35
169	Roosevelt IDEA School	Stevens Point Area	PK–6	100
65	Rural Virtual Academy	Medford Area	K–8	45
116	School for Early Development and Achievement	UW-Milwaukee	K–1	71
20	School of Science, Engineering and Technology (SoSET)	Blair-Taylor	K–6	22
56	School of Technology and Arts	La Crosse	K–5	41
57	School of Technology and Arts II	La Crosse	6–8	41
103	Siefert Elementary School	Milwaukee	K3–5	65
162	Sparta Area Independent Learning School (SAILS)	Sparta Area	9–12	96
163	Sparta Charter Preschool	Sparta Area	PK–K4	97
164	Sparta High Point School	Sparta Area	7–12	97
136	Spruce School	Oconto Falls	1–5	80
19	Synectics Middle School	Beloit	6–8	21
117	Tenor High School	UW-Milwaukee	9–11	71
11	Tesla Engineering Charter School	Appleton Area	9–12	17
37	Time 4 Learning Charter School	Greendale	K4	31

\*School opened in 2006

	<i>Charter School</i>	<i>Chartering Authority</i>	<i>Grades Served</i>	<i>Page No.</i>
35	Transitional Skills Center	Glenwood City	10-12	30
104	Truth Institute for Leadership and Service	Milwaukee	9-12	65
48	The 21st Century Preparatory School	UW-Parkside	K-4	36
12	Valley New School	Appleton Area	7-12	18
105	Veritas High School	Milwaukee	9-12	66
176	Vernon County Area Better Futures High School	Viroqua Area	10-12	103
40	Waadookodaading	Hayward Community	PK-5	33
106	Walker International Middle School	Milwaukee	6-8	66
32	Walworth County Educational Consortium Alternative High School	Elkhorn Area	11-12	28
159	Washington School for Comprehensive Literacy*	Sheboygan Area	K-5	94
170	Washington Service-Learning Center	Stevens Point Area	PK-6	100
180	Waukesha Academy of Health Professions	Waukesha	9-10	105
185	Waupaca County Charter School	Weyauwega-Fremont	6-12	107
181	Waupun Alternative High School	Waupun	9-12	105
183	Wausau Area Montessori School	Wausau	1-5	106
107	W.E.B. Du Bois High School	Milwaukee	9-12	66
108	Westside Academy I / II	Milwaukee	K3-8	67
34	Whitetail Academy Charter School*	Flambeau	9-12	29
109	Whittier Elementary School	Milwaukee	K3-5	67
16	Wildlands Science Research Charter School	Augusta	6-12	20
110	Wings Academy	Milwaukee	1-12	67
111	Wisconsin Career Academy	Milwaukee	6-12	68
13	Wisconsin Connections Academy	Appleton Area	K-8	18
171	Wisconsin River Academy	Stevens Point Area	10-12	101
132	Wisconsin Virtual Academy	Northern Ozaukee	K4-12	79
119	Woodlands School	UW-Milwaukee	K4-8	72
120	YMCA Young Leaders Academy	UW-Milwaukee	K-8	73

\*School opened in 2006

# Attention Charter Operators!

We need your updates for the 2007–2008 Yearbook

Charter School Name: \_\_\_\_\_

Address: \_\_\_\_\_

School Contact Person: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Email: \_\_\_\_\_

School Year Opened: \_\_\_\_\_ Date Closed: \_\_\_\_\_

Instrumentality: \_\_\_\_\_ Noninstrumentality: \_\_\_\_\_

Charter Authority Name: \_\_\_\_\_

Address: \_\_\_\_\_

Charter Authority Contact Person: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Email: \_\_\_\_\_

School Type:

\_\_\_\_\_ General Education

\_\_\_\_\_ At Risk

\_\_\_\_\_ Theme/Project Based

\_\_\_\_\_ Montessori

\_\_\_\_\_ Virtual

\_\_\_\_\_ Other (Please specify)

Please send your school description updates from chapter two in electronic format.

Return to Wisconsin Department of Public Instruction:

Attn: Julie Blaney  
Mail: Charter Schools P.O. Box 7841  
Madison, WI. 53707-7841  
Phone: 608-266-5880  
Fax: 608-267-9207  
julie.blaney@dpi.state.wi.us  
1-800-441-4563  
dpi.wi.gov



For questions or to request an electronic version of this form, please contact Julie Blaney