

Wisconsin Charter Schools Yearbook

2005–2006

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Contents

Foreword	ix
Introduction	xi
1. Wisconsin Charter Schools State Summary	1
History of Charter School Law	1
Sponsorship	2
Legal Status	2
What Charter Schools Can and Cannot Do	3
Organization and Governance	3
Teaching Requirements	4
Funding	4
Grants	5
Accountability	5
Map	7
2. Wisconsin Charter Schools	9
1. Appleton, Appleton Central Alternative School	12
2. Appleton, Appleton Community Learning Center	12
3. Appleton, Appleton eSchool	12
4. Appleton, Classical Charter School	13
5. Appleton, Dan Spalding Academy	13
6. Appleton, Odyssey-Magellan Charter School	14
7. Appleton, Renaissance School for the Arts	14
8. Appleton, Tesla Engineering Charter School	14
9. Appleton, Valley New School	15
10. Appleton, Wisconsin Connections Academy	15
11. Argyle, Argyle Land Ethic Academy (ALEA)	16
12. Argyle, Lafayette County Community Charter School	16
13. Beaver Dam, Beaver Dam Charter School	17
14. Beloit, Synectics Middle School	17
15. Blair-Taylor, School of Science, Engineering and Technology (SoSET)	18
16. Clinton, Language Instruction for Tomorrow (LIFT) Charter School	18
17. Colfax, Academic Center—High School	19
18. Crandon, Crandon Alternative Resource School	19
19. Deerfield, Life Education and Preparation Program (LEAPP)	20
20. Denmark, Denmark Empowerment Charter School	20
21. Drummond, Ascend Academy	21
22. Eau Claire, Chippewa Valley Montessori Charter School	21
23. Eau Claire, Chippewa Valley Technology Charter School	22

24. Eau Claire, McKinley Charter School	22
25. Elkhorn, Walworth County Educational Consortium Alternative High School	23
26. Flambeau, Flambeau Charter School	23
27. Gilman, School District of Gilman Charter School	24
28. Glenwood City, Transitional Skills Center	24
29. Grantsburg, Grantsburg Virtual School	25
30. Greendale, Time 4 Learning Charter School	25
31. Hamilton, Passage Middle School, Wauwatosa	26
32. Hayward, Hayward Center for Individualized Learning	26
33. Hayward, Waadookodaading	27
34. Hurley, Dr. Joseph Lulich Charter School	27
35. Janesville, Rock River Charter School	28
36. Jefferson, Jefferson County Alternative School—Watertown	28
37. Kenosha, The Brompton School	29
38. Kenosha, Dimensions of Learning Academy	29
39. Kenosha, Paideia Academy	29
40. Kenosha, University of Wisconsin–Parkside, The 21st Century Preparatory School	30
41. Kewaunee, Lakeshore Alternative High School	30
42. Kiel, Kiel eSchool	31
43. Kohler, Northeast Wisconsin Online Charter School	31
44. La Crosse, Coulee Montessori	32
45. La Crosse, La Crossroads High School	32
46. La Crosse, School of Technology and Arts	33
47. La Crosse, School of Technology and Arts II	33
48. Ladysmith–Hawkins, Alternative Program II	33
49. Lodi, Lodi Charter School	34
50. Madison, James C. Wright Middle School	34
51. Madison, Nuestro Mundo Community School	35
52. Marshall, The Fifth Dimension	36
53. Mauston, Mauston Alternative Resource School	36
54. Menasha, The School on the Lake	36
55. Menomonie, Lucas Charter School	37
56. Middleton–Cross Plains, Middleton Alternative Senior High	37
57. City of Milwaukee, Academy of Learning and Leadership	38
58. City of Milwaukee, Central City Cyberschool	39
59. City of Milwaukee, The Darrell L. Hines College Preparatory Academy of Excellence	39
60. City of Milwaukee, Downtown Montessori Academy	39
61. Milwaukee, Academia de Lenguaje y Bellas Artes	40
62. Milwaukee, Advanced Language and Academic Studies	41
63. Milwaukee, Audubon Technology and Communication Center	41
64. Milwaukee, Bruce Guadalupe Community School	42
65. Milwaukee, Carter School of Excellence	42
66. Milwaukee, CITIES Project High School	42
67. Milwaukee, Community High School	43
68. Milwaukee, Community Trade and Business Center	44
69. Milwaukee, Fairview School	44
70. Milwaukee, (Gustav A.) Fritsche Middle School	44
71. Milwaukee, Genesis High School	45
72. Milwaukee, Highland Community School	45
73. Milwaukee, Hmong American Peace Academy	46
74. Milwaukee, Humboldt Park K–8 School	46
75. Milwaukee, I.D.E.A.L. Charter School	47

76. Milwaukee, (Solomon) Juneau Business High School	47
77. Milwaukee, La Causa Charter School	48
78. Milwaukee, Malcolm X Academy	48
79. Milwaukee, Milwaukee Leadership Training Center	49
80. Milwaukee, Milwaukee School of Entrepreneurship	49
81. Milwaukee, New Hope Institute of Science and Technology	49
82. Milwaukee, Northern Star School	50
83. Milwaukee, Phoenix High School	50
84. Milwaukee, Preparatory School for Global Leadership	51
85. Milwaukee, Professional Learning Institute	51
86. Milwaukee, School of Humanities	52
87. Milwaukee, Siefert Elementary School	52
88. Milwaukee, Truth Institute for Leadership and Service	53
89. Milwaukee, (The) Veritas High School	53
90. Milwaukee, Walker International Middle School	53
91. Milwaukee, Westside Academy I/II	54
92. Milwaukee, Whittier Elementary School	54
93. Milwaukee, Wings Academy	54
94. Milwaukee, Wisconsin Career Academy	55
95. University of Wisconsin–Milwaukee, Capitol West Academy	55
96. University of Wisconsin–Milwaukee, Milwaukee Academy of Science	56
97. University of Wisconsin–Milwaukee, Milwaukee College Preparatory School	56
98. University of Wisconsin–Milwaukee, School for Early Development and Achievement	57
99. University of Wisconsin–Milwaukee, Milwaukee Urban League Academy of Business and Economics	57
100. University of Wisconsin–Milwaukee, Woodlands School	57
101. University of Wisconsin–Milwaukee, YMCA Young Leaders Academy	58
102. Monona Grove, Monona Grove Alternative High School	59
103. Monroe, Monroe Alternative Charter School	59
104. Monroe, Monroe Independent Education Charter High School	60
105. Mukwonago, Eagleville Elementary Charter School	60
106. Neenah, Alliance Charter Elementary	61
107. Neillsville, Clark County Charter School	61
108. New Lisbon, Juneau County Charter School	62
109. New London, CASTLE Learning Center	62
110. Northern Ozaukee, The Wisconsin Virtual Academy	63
111. Oconto Falls, Falls Alternative Learning Site	64
112. Oconto Falls, Spruce School	64
113. Omro, Enterprise Charter School	64
114. Oshkosh, Accelerated Alternative Learning Program School	65
115. Oshkosh, EAA and Oshkosh Schools Third-Grade Aviation Charter School	65
116. Oshkosh, Journeys School	66
117. Oshkosh, Oakwood 4th and 5th Grade Environmental Education Charter School	66
118. Oshkosh, Oshkosh East High (Charter) School	67
119. Parkview, Parkview Charter School	67
120. Portage, Portage Academy of Achievement	68
121. Portage, River Crossing Environmental Charter School	68
122. Prairie du Chien, Eastman Community Home Organization Elementary School	69
123. Racine, McKinley Middle Charter School	70

124. Racine, The REAL School	70
125. Rhinelander, Northwoods Community Elementary School	70
126. Rhinelander, Northwoods Community Secondary School	71
127. Rice Lake, Barron County Alternative School	72
128. Richland Center, Comprehensive Learning Center	72
129. River Falls, Renaissance Alternative Charter School	73
130. River Falls, River Falls Public Montessori Academy.	73
131. South Milwaukee, Connects Learning Center.	74
132. Sparta, Lakeview Montessori School	74
133. Sparta, Sparta Area Independent Learning School (SAILS).	75
134. Sparta, Sparta Charter Preschool	75
135. Sparta, Sparta High Point School	76
136. Stevens Point, Concerned About Reaching Everyone (CARE)	76
137. Stevens Point, Jefferson School for the Arts	77
138. Stevens Point, McDill Academies.	77
139. Stevens Point, McKinley Center	78
140. Stevens Point, Roosevelt IDEA School.	78
141. Stevens Point, Washington Service-Learning Center.	79
142. Stevens Point, Wisconsin River Academy	79
143. Trevor, Trevor Accelerated Program.	80
144. Verona, Core Knowledge Charter School	80
145. Verona, New Century School	80
146. Viroqua, Laurel High School.	81
147. Viroqua, Vernon County Area Better Futures High School.	81
148. Waukesha, Harvey Philip Alternative Charter School	82
149. Waukesha, iQ Academies at Wisconsin	82
150. Waukesha, Project Change Alternative Recovery School	83
151. Waukesha, Waukesha Academy of Health Professions	83
152. Waupun, Waupun Alternative High School.	84
153. West Allis–West Milwaukee, Academy of Learning (CESA 1)	84
154. Weyauwega–Fremont, Waupaca County Charter School	85
155. Wisconsin Dells, Kilbourn Academy	85

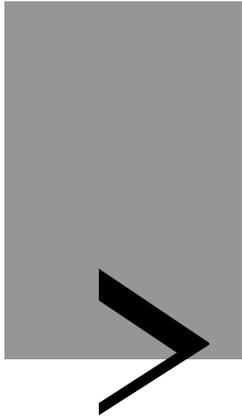
3. Wisconsin Charter Schools Opened in 200587

1. Appleton, Appleton Public Montessori.	88
2. Appleton, Fox River Academy.	88
3. Augusta, Wildlands Science Research Charter School.	89
4. Cambridge, JEDI Virtual High School	89
5. Janesville, Janesville Academy for International Studies	90
6. Kiel, Meeme LEADS Charter School.	91
7. Kimberly, Caring Opportunities for Recovery Education (CORE).	93
8. Lena, LEARN Charter School	93
9. Medford, Rural Virtual Academy	94
10. Menasha, Chance II Charter School	94
11. City of Milwaukee, Maasai Institute	95
12. Milwaukee, The Alliance School	96
13. Milwaukee, Aurora Weier Early College Bilingual High School.	97
14. Milwaukee, Honey Creek Continuous Progress Elementary School.	98
15. Milwaukee, Milwaukee Academy of Aviation, Science & Technology	99
16. Milwaukee, Milwaukee Learning Laboratory and Institute	99
17. Milwaukee, Next Door Charter School	100
18. Milwaukee, W.E.B. du Bois High School.	101

19. University of Wisconsin–Milwaukee, Inland Seas School of Expeditionary Learning	102
20. University of Wisconsin–Milwaukee, Tenor High School	103
21. Monroe, MMS Alternative Charter	104
22. Osceola, Osceola Charter Preschool	105
23. Sheboygan, Riverview Academy Charter School	106
24. Shorewood, New Horizons for Learning	107
25. Wausau, New Horizons Charter School for At-Risk Teens	108
26. Wausau, Wausau Area Montessori School	109
27. Wilmot, Wilmot Bright Horizons	109
28. Wisconsin Rapids, Central Cities Health Institute	110

4. Appendices 111

A. Teaching Requirements for Charter Schools	111
B. Wisconsin Charter School Law 118.40	112
C. Wisconsin Charter Schools	117
D. Closed Charter Schools	144
E. Resources	146
F. Wisconsin Charter Schools Alphabetized by School Name	148



Foreword

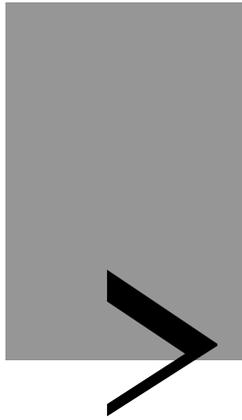
Wisconsin is nationally known for our educational innovation, and our state's charter schools are a shining example. In Wisconsin, charter schools are public schools that are accountable to their authorizer and local citizens. They must employ Department of Public Instruction (DPI)-certified staff and participate in the state assessment system. Wisconsin charter schools encourage innovation and creativity in their approach to providing more 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. Currently, there are 183 operating charter schools in the state. This publication provides a description of existing charter schools in an effort to "disseminate best or promising practices of charter schools to each local educational agency in the state."

Elizabeth Burmaster
State Superintendent





Introduction

Charter School \chär-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.

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

work hard to keep their small population of students from falling through the cracks, offering counseling and personal 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.



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.)

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/cslegr03.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 admission 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 64 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 36 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 426 school districts. For the 2005–2006 school year, the amount is \$7,519 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 2005–2006



(Grouped by CESA Districts)



2

Wisconsin Charter Schools

(Alphabetized by location and then by chartering authority)

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65. Milwaukee, Carter School of Excellence
66. Milwaukee, CITIES Project High School
67. Milwaukee, Community High School
68. Milwaukee, Community Trade and Business Center
69. Milwaukee, Fairview School
70. Milwaukee, (Gustav A.) Fritsche Middle School
71. Milwaukee, Genesis High School
72. Milwaukee, Highland Community School
73. Milwaukee, Hmong American Peace Academy
74. Milwaukee, Humboldt Park K–8 School
75. Milwaukee, I.D.E.A.L. Charter School
76. Milwaukee, (Solomon) Juneau Business High School
77. Milwaukee, La Causa Charter School
78. Milwaukee, Malcolm X Academy
79. Milwaukee, Milwaukee Leadership Training Center
80. Milwaukee, Milwaukee School of Entrepreneurship
81. Milwaukee, New Hope Institute of Science and Technology
82. Milwaukee, Northern Star School
83. Milwaukee, Phoenix High School
84. Milwaukee, Preparatory School for Global Leadership
85. Milwaukee, Professional Learning Institute
86. Milwaukee, School of Humanities
87. Milwaukee, Siefert Elementary School
88. Milwaukee, Truth Institute for Leadership and Service
89. Milwaukee, (The) Veritas High School
90. Milwaukee, Walker International Middle School
91. Milwaukee, Westside Academy I/II
92. Milwaukee, Whittier Elementary School
93. Milwaukee, Wings Academy
94. Milwaukee, Wisconsin Career Academy
95. University of Wisconsin–Milwaukee, Capitol West Academy
96. University of Wisconsin–Milwaukee, Milwaukee Academy of Science
97. University of Wisconsin–Milwaukee, Milwaukee College Preparatory School of Wisconsin
98. University of Wisconsin–Milwaukee, School for Early Development and Achievement
99. University of Wisconsin–Milwaukee, Urban League Academy of Business and Economics
100. University of Wisconsin–Milwaukee, Woodlands School
101. University of Wisconsin–Milwaukee, YMCA Young Leaders Academy

102. Monona Grove, Monona Grove Alternative High School
103. Monroe, Monroe Alternative Charter School
104. Monroe, Monroe Independent Education Charter High School
105. Mukwonago, Eagleville Elementary Charter School
106. Neenah, Alliance Charter Elementary
107. Neillsville, Clark County Charter School
108. New Lisbon, Juneau County Charter School
109. New London, CASTLE Learning Center
110. Northern Ozaukee, The Wisconsin Virtual Academy
111. Oconto Falls, Falls Alternative Learning Site (FALS)
112. Oconto Falls, Spruce School
113. Omro, Enterprise Charter School
114. Oshkosh, Accelerated Alternative Learning Program School (ALPs)
115. Oshkosh, EAA and Oshkosh Schools Third-Grade Aviation Charter School
116. Oshkosh, Journeys School
117. Oshkosh, Oakwood 4th and 5th Grade Environmental Education Charter School
118. Oshkosh, Oshkosh East High (Charter) School
119. Parkview, Parkview Charter School
120. Portage, Portage Academy of Achievement
121. Portage, River Crossing Environmental Charter School
122. Prairie du Chien, Eastman Community Home Organization Elementary School
123. Racine, McKinley Middle Charter School
124. Racine, The REAL School
125. Rhinelander, Northwoods Community Elementary School
126. Rhinelander, Northwoods Community Secondary School
127. Rice Lake, Barron County Alternative School
128. Richland Center, Comprehensive Learning Center
129. River Falls, Renaissance Alternative Charter School
130. River Falls, River Falls Public Montessori Academy
131. South Milwaukee, Connects Learning Center
132. Sparta, Lakeview Montessori School
133. Sparta, Sparta Area Independent Learning School (SAILS)
134. Sparta, Sparta Charter Preschool
135. Sparta, Sparta High Point School
136. Stevens Point, Concerned About Reaching Everyone (CARE)
137. Stevens Point, Jefferson School for the Arts
138. Stevens Point, McDill Academies
139. Stevens Point, McKinley Center
140. Stevens Point, Roosevelt IDEA School
141. Stevens Point, Washington Service-Learning Center
142. Stevens Point, Wisconsin River Academy
143. Trevor, Trevor Accelerated Program
144. Verona, Core Knowledge Charter School
145. Verona, New Century School
146. Viroqua, Laurel High School
147. Viroqua, Vernon County Area Better Futures High School
148. Waukesha, Harvey Philip Alternative Charter School
149. Waukesha, iQ Academies at Wisconsin
150. Waukesha, Project Change—Alternative Recovery School
151. Waukesha, Waukesha Academy of Health Professions
152. Waupun, Waupun Alternative High School
153. West Allis–West Milwaukee, Academy of Learning (CESA 1)
154. Weyauwega–Fremont, Waupaca County Charter School
155. Wisconsin Dells, Kilbourn Academy



Appleton Area School District

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scullenthomas@asds.k12.wi.us

Est. 1996

P.O. Box 2019
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LuAnn Coenen
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1. Appleton, Appleton Central Alternative School

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.

2. Appleton, Appleton Community Learning Center

Est. 2000

P.O. Box 2019
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LuAnn Coenen
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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.

3. Appleton, Appleton eSchool

Est. 2002

2121 Emmers Drive
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Connie Radtke
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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.

4. Appleton, Classical Charter School

Est. 1999

3310 North Durkee Street
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Constance Ford
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classicalcharter@aol.com

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.

5. Appleton, Dan Spalding Academy

Est. 2004

P.O. Box 2019
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LuAnn Coenen
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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

6. Appleton, Odyssey-Magellan Charter School

Est. 2000

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Judith Baseman
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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.

7. Appleton, Renaissance School for the Arts

Est. 2000

610 North Badger Avenue
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Chad Welch
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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.

8. Appleton, Tesla Engineering Charter School

Est. 2002

2121 Emmers Drive
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Becky Walker
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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. Enrollment is projected to grow to 150 students in three years and now 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.

9. Appleton, Valley New School

Est. 2003

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Appleton, WI 54911
David Debbink
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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, initially opening in 2003 with grades 7–10 and expanding upward one grade per year. 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.

10. Appleton, Wisconsin Connections Academy

Est. 2002

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Nichole Schweitzer
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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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Est. 2004

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11. 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.

12. Argyle, Lafayette County Community Charter School

Est. 2003

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Gary Baxter
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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.



Beaver Dam School District

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Est. 1995

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Martha Hyke
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13. Beaver Dam, Beaver Dam Charter School

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

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

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



Beloit School District

Pam Kiefert
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Est. 2003

1859 Northgate Drive
Beloit, WI 53511-2699
Margaret Thomas
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14. Beloit, Synectics Middle School

Synectics is a school within a school serving sixth through eighth graders in multiage classrooms at Aldrich Middle School. *Synectics* is a Greek word meaning "to bring different things into unified connections." The concept was applied by Alex Osborn to promote creativity and brainstorming in American business and education and later was tested by Sidney Parnes in his research on the effects of creativity training on college students. Synectics Charter School expands on this philosophy, combining Dr. Paul Torrance's Creative Productive Thinking Skills with Lynn Erickson's Concept Based Curriculum to create a project-based curriculum. Students 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. 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. Synectics will add an age level each year as the school expands.



Blair-Taylor School District

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15. Blair-Taylor, School of Science, Engineering and Technology (SoSET)

Est. 2004

219 South Main Street
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Connie Biedron
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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.



Clinton Community School District

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

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

Est. 2004

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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. In addition, Spanish instruction for school district staff is also offered to community members. The expertise of native English and Spanish speakers is utilized to further the goal of community.

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. The superintendent, curriculum director, pupil services director, and other district resources are available to support the charter leadership council. The governance council and the leadership team have the flexibility to make changes necessary to assure the success of the school within the confines of statute and board policy.



Colfax School District

Lee P. Bjurquist
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17. Colfax, Academic Center — High School

Est. 1998

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Colfax, WI 54730
Dennis Geissler
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geissler@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
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18. Crandon, Crandon Alternative Resource School

Est. 2000

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

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**

Ruthann Faber
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19. Deerfield, Life Education and Preparation Program (LEAPP)

Est. 1996

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Barbara Callahan
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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 program, with assistance from the social worker, counselor, and support staff at the regular high school. Being a school within a school means that charter school students have access to facilities such as the gymnasium and the home economics rooms.



**Denmark School
District**

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20. Denmark, Denmark Empowerment Charter School

Est. 2001

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Steve Pasono
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pasonos@denmark.k12.wi.us

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

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21. Drummond, Ascend Academy

Est. 2001

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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

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22. Eau Claire, Chippewa Valley Montessori Charter School

Est. 2002

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715-852-3101
hhart@ecasd.k12.wi.us

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

23. Eau Claire, Chippewa Valley Technology Charter School

Est. 1999

400 Cameron Street
Eau Claire, WI 54703-5101
Holly Hart
715-852-3101
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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 five-year plan include expansion to allow students to (1) explore or master a specific technology; (2) complete credit and certification courses; (3) secure dual credit, certification, or advanced standing at a postsecondary institution; and (4) move seamlessly from the high school to the world of work, the military, or postsecondary training.

24. Eau Claire, McKinley Charter School

Est. 1996

1266 McKinley Road
Eau Claire, WI 54703-2220
Holly Hart
715-839-2831
hhart@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
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25. Elkhorn, Walworth County Educational Consortium Alternative High School

Est. 1999

400 County Road H
Elkhorn, WI 53121-2046
Jerry Hawver
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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–Darlen, 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

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715-532-3183
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26. Flambeau, Flambeau Charter School

Est. 2003

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

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.

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

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



Gilman School District

Drew Johnson
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715-447-8216
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Est. 2001

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Drew Johnson
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27. Gilman, School District of Gilman Charter School

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

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



Glenwood City School District

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Est. 2000

P.O. Box 339
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Elizabeth Haltimer
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28. Glenwood City, Transitional Skills Center

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
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715-463-5499
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Est. 2004

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

29. Grantsburg, Grantsburg Virtual School

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 from their homes, public libraries, or anywhere with an Internet connection at any time of the day. 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

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414-423-2700
william.hughes@greendale.k12.wi.us

Est. 2003

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

30. 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

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Est. 2000

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Wauwatosa, WI 53226-3552
Tanya Fredrich
414-476-2122
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31. 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

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mcox@hayward.k12.wi.us

Est. 2003

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

32. 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.

33. Hayward, Waadookodaading

Est. 2001
P.O. Box 860
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Cathy Begay
715-634-2619
cbegay@hayward.k12.wi.us

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

Elizabeth Jorgensen
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34. Hurley, Dr. Joseph Lalich Charter School

Est. 2000
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Hurley, WI 54534-9000
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, an autonomous school within a 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

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Est. 1998

31 West Milwaukee Street
Janesville, WI 53548-2911

Marge Hallenbeck
608-752-8273

mhallenbeck@janesville.k12.wi.us

35. Janesville, Rock River Charter School

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.



Jefferson School District

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swartzm@jefferson.k12.wi.us

Est. 2000

700 West Milwaukee Street
Jefferson, WI 53549-1498

Shannon Mooney
920-675-1100

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36. Jefferson, Jefferson County Alternative School—Watertown

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

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

[pub: App'x C lists Stephanie Filter. Which is correct?]



**Kenosha Unified
School District
No. 1**

R. Scott Pierce
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262-653-6320
spierce@kUSD.edu

Est. 1997

7951 36th Avenue
Kenosha, WI 53142-2119
Patricia Jones
262-942-2193
pjones@kUSD.edu

37. Kenosha, The Brompton School

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

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

Est. 2000

6218 25th Avenue
Kenosha, WI 53143
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38. Kenosha, Dimensions of Learning Academy

The Dimensions of Learning Academy is a standards-based school of choice focusing on lifelong learning in Kenosha Unified School District No. 1, serving up to 195 students in grades K–8. The school began operation in the 2000–2001 school year. The student population is diverse and includes special-needs students.

The integrated use of reasoning skills in this standards-based school implements 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.

Est. 1997

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

39. Kenosha, Paideia Academy

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

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40. Kenosha, University of Wisconsin–Parkside, The 21st Century Preparatory School

Est. 2002

1220 Mound Avenue
Racine, WI 53404
Karen Noble
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knoble@21stprepschool.org

The 21st Century Preparatory School focuses on educating Racine’s diverse children for access to the full array of life choices, including college and careers, by (1) recognizing and using each child’s unique abilities and talents for academic development and individual growth, (2) employing a well-structured, rigorous, and comprehensive 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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41. Kewaunee, Lakeshore Alternative High School

Est. 2000

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Kewaunee, WI 54216
Dawn Madland
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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 alternative educational program is to provide an environment that assists students in successfully completing high school.

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



Kiel Area School District

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Est. 2002

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Sue Steiner
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42. 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.



Kohler Public Schools

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Est. 2004

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43. Kohler, Northeast Wisconsin Online Charter School

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

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Est. 1998

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44. 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.

45. La Crosse, La Crossroads High School

Est. 2000

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Doug Leclair
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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.

46. La Crosse, School of Technology and Arts

Est. 1995

1307 Hayes Street
La Crosse, WI 54603-1949
Jacque D. Durnford
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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

47. 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.



**Ladysmith-
Hawkins School
District**

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48. Ladysmith–Hawkins, Alternative Program II

Est. 2002

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The Ladysmith–Hawkins Alternative Program II (AP-2) provides apprenticeship training for students who seek a school-to-work transition. The program is countywide, serving grades 9–12 in the Rusk County public schools. The target population is 20 to 25 students who are identified on one of the following bases: students who intend to drop out in order to go directly into the workforce; behaviorally challenged students who receive two or more suspensions, two or more harassment complaints, or one or more referrals for behaviors that threaten the health and safety of other students; foster

care and group home students who demonstrate real difficulty transitioning into the regular school program, including several children with disabilities; and students with counseling needs beyond the capacity of the school counseling program to address.

This AP-2 model extends current school-to-work initiatives by partnering with Weather Shield Mfg., Inc., a manufacturing plant in Ladysmith. It includes components that allow students to work in an alternative school setting for text coursework and tutoring support, at home (with checked-out computers) or in the computer laboratory for Internet course work, on site in area businesses and factories, and at expeditionary learning sites.

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



Lodi School District

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Est. 2000

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Kim Amidon
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49. Lodi, Lodi Charter School

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. The Lodi Charter School is housed within the Lodi High School.



Madison Metropolitan School District

Art Rainwater
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Est. 1995

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Madison, WI 53713-1244
Nancy Evans
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50. Madison, James C. Wright Middle School

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.

51. 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 multicultural, student-centered, and community-based curriculum helps students achieve high levels of formal and informal language proficiency and prepares them for participatory roles as active, global citizens.

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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52. Marshall, The Fifth Dimension

Est. 1998

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The Fifth Dimension is a school within a school located in Marshall High School. It 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 are not performing to full potential.

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



Mauston School District

Bruce Anderson
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53. Mauston, Mauston Alternative Resource School

Est. 1998

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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.



Menasha Joint School District

Keith Fuchs
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54. Menasha, The School on the Lake

Est. 2000

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

The mission of the School on the Lake is to create an inclusive and cooperative community of learners that will work to support achievement and

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



Menomonie Area School District

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Est. 1998

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Thomas Schmelzle
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55. 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

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Est. 1995

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56. Middleton–Cross Plains, Middleton Alternative Senior High

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

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57. 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.

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

58. City of Milwaukee, Central City Cyberschool

Est. 1999

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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.

59. City of Milwaukee, The 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.

60. City of Milwaukee, Downtown Montessori Academy

Est. 1998

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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.



**Milwaukee Public
Schools**

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Est. 2004

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61. 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.

62. 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.

ALAS is built around several important constructs:

1. transformative, critical pedagogy
2. a rigorous, university-preparatory curriculum delivered through integrated instruction and extended instructional blocks
3. development of high levels of bilingualism and biliteracy
4. parental and community involvement
5. assessment by performance, product, and demonstration.

63. Milwaukee, Audubon Technology and Communication Center

Est. 2001

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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 strategy 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.

64. Milwaukee, Bruce Guadalupe Community School

Est. 2000

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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.

65. 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.

66. 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, 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.

67. 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.

68. Milwaukee, Community Trade and Business Center

Est. 2004

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Community Trade and Business Center (CTBC) is a noninstrumentality charter school that emphasizes project-based learning for high school students. CTBC was designed to improve the academic performance of high school students in grades 9–12 by offering nontraditional project-based learning for students. CTBC is dedicated to providing top-notch education to all high school students who attend the center. All CTBC administrators, teachers, parents, and neighborhood residents play major roles in the development of the center’s educational plan, resource center, and Circle of Courage philosophy, which creates togetherness and respect for each other. The Circle of Courage model, developed by Dr. Larry Brendtro, Dr. Martin Brokenleg, and Steve Van Bockern, states that there are four values embodied in the positive youth development process. The four values, which shape adolescent behavior, are:

- Belonging—Teachers create a belonging environment that nurtures positive peer attachments through learning.
- Mastery—CTBC staff promote the belief that students need to develop social, intellectual, and academic competence if they are to become capable and responsible community citizens.
- Independence—Teachers help students gain personal independence and respect for themselves and other classmates by using a “Ropes and Challenges” curriculum to broaden their abilities to respect each person’s independence, thereby developing their own.
- Generosity—All students are expected to participate in 20 hours of community service learning each school year. Through this process of giving back to the community, students gain a sense of self-worth and a greater connection to society.

69. 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.

70. Milwaukee, (Gustav A.) 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.

71. 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.

72. 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.

73. Milwaukee, Hmong American Peace Academy

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.

74. 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 6+1 Trait Writing framework and assessment school-wide.

75. 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.

76. Milwaukee, (Solomon) Juneau Business High School

Est. 2001

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Juneau is the first traditional Wisconsin public high school to convert to charter school status. Students in grades 9–12 are served. An intersession program allows Juneau to break the school year into three segments. In the fall semester, students take six classes of 57 minutes, and the semester ends before winter break in December; spring semester begins at the end of February. In between is a 33-day intersession. During intersession, students take only three classes in blocks of 113 minutes.

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

77. 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.

78. 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.

79. 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 offers 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.

80. 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)

81. Milwaukee, New Hope Institute of Science and Technology

Est. 2003

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

The NHIST philosophy is strongly rooted in the African proverb, "It takes the whole village to raise the child." The school employs effective strategies such as the following to ensure student success:

1. A clearly stated mission and discipline code
2. Extended school day so that students have more time in the classroom to spend on their course work
3. High expectations of its students (grades 6–12) for high academic achievement in school and postsecondary education
4. College-prep academics using project-based learning with a strong emphasis on science, math, and technology
5. Small school with small class sizes—a maximum teacher–student ratio of 1 to 15—to enhance communication and trust and to provide a family environment, where students are personally known and teachers have opportunities to interact and improve their instructional practices
6. A caring faculty and staff committed to having each student succeed. All staff act as mentors or role models, providing guidance and support for students
7. A learning program specific to the students’ expectations and learning styles
8. Continuous staff development aligned with the mission and academic standards
9. Instructional technologies such as computers
10. Precollege and advanced placement courses to prepare students for postsecondary education
11. Parental involvement that goes beyond focusing on informing parents about school programs, to activities that offer parents opportunities for broader levels of involvement

82. 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.

83. Milwaukee, Phoenix High School

Est. 2001

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

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

each class. Students are expected to participate in 30 hours of community service or service learning each year.

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

84. 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. In return, there will be an interchange between Milwaukee’s citizens and world institutions that will create a global community of economic and social prosperity.

The program 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.

85. 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 the students’ 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.

86. Milwaukee, School of Humanities

Est. 2004

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The Humanities Program was established in the summer of 2003 as a part of the redesign of North Division High School, which is located in the central city of Milwaukee. As a part of this high school redesign, three small high schools were established creating a multiplex of schools within North Division High School. The School of Humanities, which was granted charter status in December 2003, is one of these small schools.

The mission of the School of Humanities is to enable all students to become contributing members in a global society. Through a challenging academic curriculum, students are empowered with the skills of effective communication (both oral and written), problem-solving techniques, critical thinking, and analysis. Exposure to, and use of, technological devices equip students to meet challenges of a changing world driven by technology.

The School of Humanities currently has a population of 185 students in grades 9–11. Enrollment will increase next year to include grade 12. The School of Humanities has a 100 percent African American population, and 90 percent of students are eligible for free or reduced-price lunch. In addition, 25 percent of the population has identified special education needs.

The Artful Learning Model, endorsed by the New American Schools, reported an 88 percent increase in academic achievement. It is used, along with a Comprehensive Literacy Model, as the vehicle to entice and empower students to rise above their environment and become actively engaged in learning. The curriculum is culturally relevant and humanities-based. Although the curriculum is humanities-driven, the school is not a performance-based school.

87. 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.

88. 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 9–11.

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.

89. Milwaukee, (The) 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.

90. 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.

91. 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.

92. 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.

93. 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 exer-

cise. 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.

94. Milwaukee, Wisconsin Career Academy

Est. 2000

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Milwaukee, WI 53207
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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**

Robert Kattman
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95. 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.

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

Est. 2000

2000 West Kilbourn Avenue
Milwaukee, WI 53233
Tracey Sparrow
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tracey.sparrow@
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.

97. University of Wisconsin–Milwaukee, Milwaukee College Preparatory School

Est. 2002

2449 North 36th Street
Milwaukee, WI 53210-3040
Robert Rauh
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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.

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

Est. 2001

2020 W. Wells Street
Milwaukee, WI 53233
Gena Stezala
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gstezala@mcfi.net

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.

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

Est. 2001

3814 West North Avenue
Milwaukee, WI 53208
Barbara Fisher
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bafisher@milwaukee2.edisonschools.com

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.

100. University of Wisconsin–Milwaukee, Woodlands School

Est. 2004

5510 West Bluemound Road
Milwaukee, WI 53208-3012
Maureen Sullivan
414-475-1600
principal@woodlands-school.org

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.

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

Est. 2002

1350 West North Avenue
Milwaukee, WI 53205-1257
Ronn Johnson
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rjohnson.ns@ymcamke.org

The north-side YMCA Young Leaders Academy is located at 1350 West North Avenue (corner of North and Teutonia Avenues) in the heart of Milwaukee's central city. The school serves 450 children 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

Gary Schumacher
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gary_schumacher@mononagrove.org

102. Monona Grove, Monona Grove Alternative High School

Est. 1998

4400 Monona Drive
Monona, WI 53716-1097
Paul Brost
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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 11 and 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 students 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

Craig Jefson
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103. Monroe, Monroe Alternative Charter School

Est. 1998

1220 16th Avenue
Monroe, WI 53566-1763
Daniel Bauer
608-328-7128
dan.bauer@monroe.k12.wi.us

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

104. Monroe, Monroe Independent Education Charter High School

Est. 2003

1220 16th Avenue
Monroe, WI 53566-1763
Daniel Bauer
608-328-7128
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), the University of Missouri On-line High School (with more than 150 online and print-based courses available), Class.com (with online classes aligned to Wisconsin State Standards), Monroe High School classroom courses, APEX Learning and Advance Placement online courses, off-campus credit-for-work service learning, and physical education.

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

Students awarded a Monroe Independent Education Charter High School diploma must satisfactorily complete at least 13.5 required credits and 8.5 elective credits, for a 22-credit diploma. The school 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. This flexibility allows the charter school to better meet the needs of its students.



**Mukwonago
Area School
District**

Paul A. Strobel
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105. Mukwonago, Eagleville Elementary Charter School

Est. 2004

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Eagle, WI 53119
Lynn Furey
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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
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106. Neenah, Alliance Charter Elementary

Est. 2004

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 Kim Benson
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Alliance Charter Elementary is a K–4 charter school; grade 5 will be added in 2006–2007. It opened its doors on September 2, 2004 as a school within an existing elementary school. 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
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107. Neillsville, Clark County Charter School

Est. 1998

1115 West 4th Street, Suite A
 Neillsville, WI 54456
 Kelly Timmons
 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 established in 1994 and 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
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Est. 1999

N11003 17th Avenue
Necedah, WI 54646
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108. 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
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Est. 2002

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Cari Guden
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109. New London, CASTLE Learning Center

The mission of the CASTLE (Challenging All Students to Learn Effectively) Learning Center is to develop individuals who value learning and who are goal-oriented, productive, and caring by providing diverse, effective educational experiences through school, family, and community partnerships. The CASTLE Learning Center is a school within a school established to meet the individual learning styles, abilities, and needs of students in the New London School District. 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

[pub: I’m not sure what this is referring to. Should it say “CASTLE Learning Center”?]

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.

In 2004, the CASTLE student body made the decision to add service learning as a required part of their curriculum. They wanted to give back to a community that has contributed a great deal to their education, so they titled their project "Time 2 Give Back." They have participated in reading to children at the Day Care of New London, worked at numerous projects at the Mosquito Hill Nature Center, and restored displays at the New London Museum, and they are engaged in an Adopt a Highway project.



**Northern
Ozaukee School
District**

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Est. 2003

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Daniel Hanrahan
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110. 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. Additional grades (up to grade 12) and classes will be added in future years.

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. Parents are proactive in communicating with teachers as members of a team overseeing the education of their children. The academy supports parents with experienced teachers, parent training, instructional guides, and an online communication and help system. Students are empowered with this innovative and effective educational program to achieve high standards and reach their full academic and social potential.



Oconto Falls School District

David C. Polashek
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polashek@ez-net.com

Est. 1998

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David Polashek
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111. Oconto Falls, Falls Alternative Learning Site

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.

Est. 1998

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

112. Oconto Falls, Spruce School

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.



Omro School District

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Est. 2000

8389 Liberty School Road
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Carol Zarske
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113. Omro, Enterprise Charter School

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



Oshkosh Area School District

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114. Oshkosh, Accelerated Alternative Learning Program School

Est. 2004

108 West New York Avenue
Oshkosh, WI 54901-3795
Shelly Muza
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The Alternative Accelerated Learning Program School (ALPs) is designed to serve 40 students in grades 4–8. 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. The 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. The school-within-a-school design allows interaction with same-age peers during recess, lunch, and some specialist classes such as physical education and music for maximum social and emotional development.

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

Est. 2001

1225 North Oakwood Road
Oshkosh, WI 54904-8456
B. Lynn Brown
920-424-0164
lynn.brown@oshkosh.k12.wi.us

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

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

116. Oshkosh, Journeys School

Est. 2004

405 Washington Avenue
Oshkosh, WI 54901
Jeff Walters
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.

This charter school initiative is rooted in community partnerships that enhance project-based learning philosophy and practice. The school has a close affiliation with the University of Wisconsin–Oshkosh and the Fox Valley Writing Project, as well as community resources such as the Grand Opera House, the Paine Art Center, the Oshkosh Public Museum, the Chamber of Commerce, and the Experimental Aircraft Association. Parents are key to the success of this school and are active partners with staff in its successful operation.

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

Est. 2003

1225 North Oakwood Road
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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.

118. Oshkosh, Oshkosh East High (Charter) School

Est. 2004

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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' post-secondary 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.



Parkview School District

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119. Parkview, Parkview Charter School

Est. 1999

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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**

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Est. 1999

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120. 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.

121. 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 7 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 environmental-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.



**Prairie du Chien
Area School
District**

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

Est. 2000

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The Eastman Community Home Organization Elementary School (ECHOES) is a grades PK–5 charter school in the Prairie du Chien Area School District. Located in southwestern Wisconsin, the Eastman area consists of a small town with a population of 369 and the surrounding rural area. The economic base is agrarian, with parents and community members supporting the school as a center for educational and community activities.

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

Eric Jensen’s brain-based learning research, early reading intervention, multiage grouping, cooperative learning, one-on-one tutoring, Jacqueline G. Brooks and Martin G. Brooks’s constructivist classroom, and Roger Taylor’s Interdisciplinary Model for Integration are the norm.

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



Racine Unified School District

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Est. 2000

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123. Racine, McKinley Middle Charter School

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.

124. Racine, The 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.



School District of Rhineland

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Est. 2004

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125. Rhineland, Northwoods Community Elementary School

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 recre-

ation 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.

126. 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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Est. 2001

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127. Rice Lake, Barron County Alternative School

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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Est. 2000

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128. Richland Center, Comprehensive Learning Center

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.



River Falls School District

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Est. 1999

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129. River Falls, Renaissance Alternative Charter School

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

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

Est. 2002

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130. River Falls, River Falls Public Montessori Academy

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.



South Milwaukee School District

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Est. 2001

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131. South Milwaukee, 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.



Sparta Area School District

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Est. 2004

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132. 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/reading, 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.

133. 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.

134. Sparta, Sparta Charter Preschool

Est. 2000

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Established in 2000, the Sparta Charter Preschool is not a junior kindergarten, but a place to help youngsters get ready for school. It is a place to learn through play and exploration. The Sparta Charter Preschool serves approximately 140 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.

135. 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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136. 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 within a large junior high school. It serves 45 seventh-, eighth-, and ninth-grade students in need of a smaller school environment that provides individualized instruction and support. The program consists of a block schedule with certified teachers providing instruction for students who have been identified as at-risk. An at-risk student is defined as a student facing truancy issues, social or emotional problems, or low academic abilities. Teaching staff work on sound academics and develop the rapport,

support, and nurturing environment necessary for a successful alternative program at the junior high school level. After the block schedule, the students rotate into the regular school-day schedule with elective courses at Ben Franklin Junior High School. Part of their day is spent with the teachers of at-risk students for a structured study time, during which homework is monitored and tutoring is provided. Retired senior volunteers assist the students as tutors and mentors. The school has expanded to include adventure education, community service, and technology integration.

137. 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.

138. 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.

139. 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.

140. 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.

141. Stevens Point, Washington Service-Learning Center

Est. 2004

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William Carlson
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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.

Students and teachers work closely with people in the community on service-learning projects. Parents, university students, senior citizens, community members, and business leaders provide expertise and assistance with projects.

142. Stevens Point, Wisconsin River Academy

Est. 2002

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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 Grade School District

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Est. 1998

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Barbara Sander
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143. Trevor, Trevor Accelerated Program

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

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



Verona Area School District

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Est. 1996

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Robert McNallie
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144. 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.

145. Verona, New Century School

Est. 1995

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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
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Est. 1999

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Renee Baker
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146. 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.

147. Viroqua, Vernon County Area Better Futures High School

Est. 2000

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Viroqua, WI 54665-1315
Fritz Cushing
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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

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Est. 2000

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148. Waukesha, Harvey Philip Alternative Charter School

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.

149. Waukesha, iQ Academies at Wisconsin

Est. 2004

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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.

150. 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 also provide similar recovery opportunities are also stressed.

151. Waukesha, Waukesha Academy of Health Professions

Est. 2004

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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 post-secondary 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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152. Waupun, Waupun Alternative High School

Est. 2000

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 Jeff Finstad
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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 program successfully graduate with a Waupun High School diploma.



West Allis School District

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153. West Allis–West Milwaukee, Academy of Learning (CESA 1)

Est. 2001

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 Heidi Thuli
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CESA 1, the West Allis–West Milwaukee School Board, and a consortium of CESA 1 school districts created an alternative educational program 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 CESA 1 Academy of Learning is to equip students with academic knowledge and independent-living and job skills. The objective of the program is to provide high school competency-based diplomas to students who do the following:

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



Weyauwega-Fremont School District

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154. Weyauwega-Fremont, Waupaca County Charter School

Est. 1998

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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.



Wisconsin Dells School District

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155. Wisconsin Dells, Kilbourn Academy

Est. 2000

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

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

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

3

Wisconsin Charter Schools Opened in 2005

(Alphabetized by location and then by chartering authority)

1. Appleton, Appleton Public Montessori
2. Appleton, Fox River Academy
3. Augusta, Wildlands Science Research Charter School
4. Cambridge, JEDI Virtual High School
5. Janesville, Janesville Academy for International Studies
6. Kiel, Meeme LEADS Charter School
7. Kimberly, Caring Opportunities for Recovery Education (CORE) Charter School
8. Lena, LEARN
9. Medford, Rural Virtual Academy
10. Menasha, Chance II Charter School
11. City of Milwaukee, Maasai Institute
12. Milwaukee, The Alliance School
13. Milwaukee, Aurora Weier Early College Bilingual High School
14. Milwaukee, Honey Creek Continuous Progress School
15. Milwaukee, Milwaukee Academy of Aviation, Science & Technology
16. Milwaukee, Milwaukee Learning Laboratory and Institute
17. Milwaukee, Next Door Charter School
18. Milwaukee, W.E.B. Du Bois High School
19. University of Wisconsin–Milwaukee, Inland Seas School of Expeditionary Learning
20. University of Wisconsin–Milwaukee, Tenor High School
21. Monroe, MMS Alternative Charter
22. Osceola, Osceola Charter Preschool
23. Sheboygan, Riverview Academy Charter School
24. Shorewood, New Horizons for Learning
25. Wausau, New Horizons Charter School for At-Risk Teens
26. Wausau, Wausau Area Montessori School
27. Wilmot, Wilmot Bright Horizons
28. Wisconsin Rapids, Central Cities Health Institute





Appleton Area School District

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Est. 2005

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1. Appleton, Appleton Public Montessori

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 in the fall of 2005. 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.

2. Appleton, Fox River Academy

Est. 2005

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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 will be 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.



Augusta Area School District

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Est. 2005

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Paul Tweed
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3. Augusta, Wildlands Science Research Charter School

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 a directors, district administrator, and 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.



Cambridge School District

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Est. 2005

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4. Cambridge, JEDI Virtual High School

The JEDI (Jefferson Eastern Dane Interactive) Network is a consortium of nine school districts in Dane and Jefferson counties that has worked cooperatively to provide high-quality distance learning opportunities for students since 1996. The focus of the consortium has been to bring high-quality courses to Network students using instructional television. While meeting considerable success and maintaining the network for nine years, the shortcoming of instructional television technology was dependence on schedule. Delivery of instruction was synchronous with actual classroom instruction.

In the fall of 2004, 45 representatives—including students, parents, community members, teachers, and administrators—met to review emerging technologies, searching for ways to improve and increase learning opportunities for students. Overwhelming support was voiced for the use of asynchronous online course delivery using a combination of streaming video, multimedia enhancement, and e-mail. A six-month planning process

involving a wide spectrum of representation led to the development of JEDI Virtual High School. The first full course using the new technology was created and taught in the spring of 2005, with three more courses taught in the fall.

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 either from their home school or from the JEDI Virtual High School.



School District of Janesville

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5. Janesville, Janesville Academy for International Studies

Est. 2005
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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 program 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 program 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.

To make this happen, students are expected to follow a rigorous course of study that includes active participation in a variety of learning modules that vary in length. A unique aspect of the charter school experience is that students are involved in the planning of several of these modules. The modules are performance-based, with students expected to demonstrate applications at a predetermined level of competency. Modules are taught by professional staff, alone or in combination with a business associate. Additional modules may be taught by university or technical college staff or retired teachers.

It is expected that each charter school participant will demonstrate increased proficiency in related content and skill acquisition, especially as applied to real-world situations. This, as well as attitudinal changes, is measured on the Global Awareness Inventory that was developed and field tested by the instructional team at the Janesville Academy for International Studies. Community members, businesses, and government institutions play an important role in helping the school build identified competencies while providing expertise, support, and direction. It is this collaboration and connectedness that is at the core of building a better citizen with an enhanced sense of self in an increasingly interdependent world.



Kiel Area School District

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Est. 2005

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6. Kiel, Meeme LEADS Charter School

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 beginning in September 2005.

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.

Students enrolled at Meeme LEADS are placed in learner-centered, multi-age environments that remove the expectations often associated with grade-level placement. Thus, students are free to explore their own pathways of learning and communicating while at the same time achieving benchmarks for Wisconsin Model Academic Standards. With this approach, children begin to feel empowered in their learning and realize that school really is a place where you can construct knowledge; it is not always a place where you are given knowledge already constructed by your teacher.

Rather than seen as unchangeable, the curriculum of the Meeme LEADS Charter School is viewed as being entirely flexible, something that can (and should) be adjusted to meet students’ individual needs. For example, in some subjects like reading and math, children are grouped homogeneously by their individual developmental needs and skill levels. The goals for a particular group may require small-group instruction, literature circles, peer tutoring, paired reading, or one-on-one instruction. These groups will have an open-door policy where children may move from one group to another once they have obtained the required skills and knowledge.

For other subjects, students will learn in heterogeneous groups, perhaps based on shared interests (oceans, ancient Egypt, insects, etc). *These shared interests become the integrating contexts for the curriculum.* At different times, students work independently, in pairs, and in large and small groups, contributing to group projects according to their skill level.

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 Area School District

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7. Kimberly, Caring Opportunities for Recovery Education (CORE)

Est. 2005

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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 Kimberly 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 post-secondary 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. CORE Charter School is located within Kimberly High School. CORE students will also be able to access the regular curriculum for specific elective courses identified by their individual learning plans.



Lena Public School District

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8. 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 curriculum is aligned to Wisconsin Model Academic Standards. Upon completion, students receive a regular high school diploma from their home district.



Medford Area Public Schools

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Est. 2005

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9. Medford, Rural Virtual Academy

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

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10. Menasha, Chance II Charter School

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.



City of Milwaukee

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11. City of Milwaukee, Maasai Institute

Est. 2005

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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.

Maasai will support ongoing professional development and maintain an environment that fosters the pursuit of high standards of excellence, internally and externally, among students, staff, board directors, parents, and volunteers. Maasai Institute fosters innovation, values performance, reinforces personal responsibility and accountability, and demands respect for all, in order to create an environment where there is emphasis on leadership versus management. Maasai's environment will be personalized at all times and maintained as a peaceful, safe, just, equitable, and studious climate with motivation encouraged through "encouraging the heart" teaching and supervision.

Maasai is structured to create a learning community where:

- People feel they are doing something that matters
- People are more intelligent together than apart
- The organization continually becomes more aware of its underlying knowledge base
- Visions of the direction of the organization emerge from all levels
- Employees are invited to learn what is going on at all levels of the organization so they can understand how their actions impact others
- People feel free to inquire about each other's assumptions and biases
- There are few sacred cows or issues that 'cannot be discussed
- People trust each other as colleagues and show this trust in the way they talk to each other
- People feel free to experiment, take risks, and openly assess the results
- No one is punished for making mistakes

In order to sustain the culture described, an emphasis on growth and improvement will focus on the individual, the group, and the organization level. Assessment at each of these levels will be conducted both as a formative process in the implementation phase, and as a summative activity implemented at the end of each school year.



Milwaukee Public Schools

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12. 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.

The cornerstone of the Alliance program is the caring and enthusiastic staff. Teachers and other staff members share a student-centered philosophy of education. All students are involved in the decision making for the school through weekly Community Meetings. Students also have an advisory period during which they can work with an adult mentor once a week to discuss personal and educational concerns. Peer support groups also provide students with another forum for open communication and support.

13. Milwaukee, Aurora Weier Early College Bilingual High School

Est. 2005

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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. Through funding from the National Council of La Raza and planning subgrants, Aurora Weier ECBHS is developing appropriate tools for the assessment of student learning across all skill and content areas, for the performance evaluation of teachers and other staff, and for the collection of data needed for continuous quality improvement. It has also developed curriculum materials for the implementation of this model.

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. All charter school students benefit from activities arranged by AWEC and its college partners. Aurora Weier ECBHS has a formal partnership with Milwaukee Area Technical College. A Memorandum of Understanding delineates a collaboration that will provide Aurora Weier ECBHS students (when ready for college) with college credits leading toward completion of a technical diploma or an associate's degree. It further stipulates that the Aurora Weier ECBHS curriculum must be articulated with the college's curriculum.

14. 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. The student population is 70 percent white, 14 percent Hispanic, 8 percent African American, 2 percent Asian, and 6 percent other. With 38 percent of students eligible for free/reduced lunch, Honey Creek has a schoolwide Title I Program. 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). Although the schools are distinct in their program philosophies, it is through collaboration and interdependence among the elementary, middle, and high schools in the multiplex that they will build sustainability as they meet the expectations of parents and community in challenging the academic potential of children.
- As a demonstration school with students instructed in a continuous progress, ungraded, and multiage setting, Honey Creek implements scientifically researched best practices in education. The school will build capacity to establish partnerships with institutions of higher learning and provide research and training for student educators within and outside the district as well as compliance with the WI PI 34 Teacher Licensure. This practice is shared with all schools in the multiplex.
- 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.

The next phase of development revolves around the further evolution of Honey Creek CP Elementary School as a model professional learning community. Facilitating the multiplex development is the fact that all three partners share a common physical plant. In mutuality with the middle school

and high school, the work of Honey Creek’s learning teams, their input to the schoolwide educational plan, further professional growth and staff development, and extended partnerships with the community will all play a part in this growth. Through the strength of the combined educational programs and the work of a highly dedicated collaborative team of staff, parents, community members, and volunteers, the students at the elementary, middle, and high school level in the multiplex will achieve the skills and attitudes necessary to become lifelong learners and active and responsible citizens in the twenty-first century.

15. 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 fosters 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.

16. 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.

MLLI also serves as a professional development school, offering the chance for participants at all levels, including parents and community members, to be involved in the learning decisions of the school. Through applied and action research among its different partners, MLLI determines what contributes to and inhibits learning for both adolescent students and teachers. Multiple perspectives are integrated to analyze, assess, and discuss best practices and successful strategies for instruction and learning.

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.

17. 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. Assessment of student progress is tracked by several methods, including the Chicago Early Screening Assessment Tool, the On the Mark tool, the National Reporting System, and the Creative Curriculum Developmental Continuum.

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, 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.

NDCS places a primary emphasis on the continuing professional development, monitoring, and reflective supervision of the teaching staff.

Through reflective supervision, the staff furthers their skills by working, both individually and as a team, to analyze all areas of staff accountability within a professional learning community.

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.

NDCS makes an extended effort to meet the special needs of children on a consistent basis. Staff members utilize the multifunctional ChildPlus software package, a program management system, to track student progress across several program components (e.g., family intake, health, disabilities, birth records, education, transportation, family services, and assessments). Future plans include providing an on-site college credit Early Childhood Education program for NDCS staff and the surrounding community, in conjunction with Cardinal Stritch University's College of Education.

18. 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. An annual statistical evaluation day reviews all the gathered statistics and uses them to set schoolwide goals. 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 employment preparation; integrated project-based curriculum; community service; strong involvement of parents; and deep ties to the community.

The communications theme is applied in all areas, including Internet use, television production (Web and broadcasting), audio and radio production, digital video production, desktop publishing, regular cohort discussions, weekly school assemblies, training in conflict resolution, emphasis on strong relations between adults and students, discussions with parents, guardians and community, work with partners, and discussion among staff.



**University of
Wisconsin-
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19. University of Wisconsin–Milwaukee, Inland Seas School of Expeditionary Learning

Est. 2005

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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 Inland Seas School is named after its geographic location near the Great Lakes, also known as North America's freshwater Inland Seas. 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 educational philosophy is guided by the 10 Design Principles and active instructional practices of Expeditionary Learning Outward Bound. Students and their families are challenged to become "crew, not passengers" in their learning journeys.

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?"

The Inland Seas School is the major program of Learn the Seas ~ America, Inc. (LSA), a Wisconsin 501(c)(3) educational organization established to serve as a model educational community for the academic and character formation of adolescent youth through marine education and sail training activities.

20. University of Wisconsin–Milwaukee, Tenor High School

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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. Tenor High School offers a four-year career-based high school program with a distinct curriculum, a unique mission, and a commitment to prepare students for early entry into professional careers. The program emphasizes academic learning, technology skills, and the affective principles necessary to succeed in a career.

Tenor High School enrolls 140 students in grades 9–10, with integrative links to postsecondary education at MATC. Students may enroll as ninth or tenth graders. The program will add one grade each year, up to grade 12.

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*. During the first two years, Phase One, the Tenor High School 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 work habits, interpersonal communication, and personal, economic, and employability skills
- Gradually and carefully explore achievable career options within a broad range of trade and technology courses offered by MATC
- Prepare students to satisfy two admissions requirements needed to study for a one-year MATC certificate in various trade and technology fields 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.

The key instructional methodologies include direct instruction, cooperative learning, computer-assisted instruction, project-based learning, and performance-based instruction. Students also observe, shadow, and simulate skills and activities related to careers and work. Students use the community as a laboratory to gather data, see experts, create information, and observe adults trying to solve important problems.

Program performance is evaluated using quantitative and qualitative measures based on student performance, state standards, and MATC proficiency standards.



Monroe School District

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21. Monroe, Monroe Middle School Alternative Charter

Statistics indicate that growing numbers of children are suffering needlessly because their developmental, behavioral, and emotional needs are not being met; therefore, the number of children at-risk of academic and societal failure is dramatically increasing. These students are most commonly referred to as *at-risk* because they possess the following characteristics: economically disadvantaged; academically unmotivated; truant; anti-social; adjudicated; pregnant/teen parent; negative home environment/homeless; limited English proficiency; handicapped; minority; chemical dependencies; ADD/ADHD; a variety of health concerns such as asthma, allergies, depression, obsessive-compulsive disorders, and drug addictions.

Many of the students who currently attend Monroe Middle School fit the definition of *at-risk*. The academic and social needs of an increasing number of students are not being met by the current middle school program. For this reason, the community had a desire to develop an alternative school that meets the needs of each individual child, not where the child has to meet the needs of the school.

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.



School District of Osceola

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22. Osceola, Osceola Charter Preschool

Osceola Charter Preschool was developed to provide a public choice for four-year-old kindergarteners 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. A parent/family education co-op model is also in development, to more fully include families in daily school activities and in learning behavioral management techniques and to more fully network parents in the community to encourage interfamily reliance and support.

The general model for the charter school is similar to many 4K programs: It 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. Beyond this general model, however, are some carefully selected elements that make this school unique.

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. This format blends well with the school's K-2 philosophy and curricula in the district, and based upon parent input educators need to be more socially oriented in their approach with the community's children. The school also strongly believes in assessment as the key to providing learning opportunities for children, paying close attention to each child's development, documenting progress carefully, and orchestrating learning situations to assist them in getting to the next level. By providing and tracking learning opportunities in the charter school, the school develops a model that will enable children to be more successful academically as they transition into kindergarten, and that they will be better adjusted socially for a full-day kindergarten format.

The Second Step violence prevention curriculum, along with Play Therapy techniques, greatly enhances the social and emotional development elements of the school. Tracking the three key elements of Second Step—anger management, empathy, and impulse control—the school explores how to assess and develop a preschool guidance system that enables all children to gain competence in these three key areas.

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.



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23. Sheboygan, Riverview Academy Charter School

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. Subject matter is taught through a variety of methodologies to meet individual student learning styles, preferences, and skill levels.
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. Content-linked career exploration activities are based on student suggestions, and *the possibilities are endless.*

In addition to the various career-based curricula in which students participate, the Career Academy includes focused coursework, speakers, career development workshops, and job shadowing with various local employers. These comprehensive activities, coordinated by the school-to-work coordinator, are designed to prepare students for the final phase of Riverview Academy.

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. Seniors must submit their personal plans to the Graduate Academy Approval Committee by November 1 for review and approval. Beginning in January of their final semester, students implement their personal plans with ongoing support and monitoring by their parents and advisors to ensure accountability to prescribed coursework and achievement of SASD standards. In May, senior groups meet for a student presentation of activities and a discussion of challenges, highlights, and lessons learned. With final staff and administrative approval, students may then graduate from high school.

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.



Shorewood School District

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24. 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 is a school within a school serving at-risk students in grades 10–12 and is comprehensive in addressing the needs of the whole child—academic, career/post-secondary, 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. Student portfolios include each student's Individual Learning and Career Plan and documentation of the student's project-based learning, work experience, and service learning activities and provide a basis for authentic assessment of student progress. Cooperative learning teams promote teamwork, leadership skills, and a sense of shared responsibility. Three online curricula (NovaNET, PLATO, and Inspiration) allow students and teacher to support growth in academic proficiencies via the curricula options that best meet students' individual needs. Supplemental textbooks and teacher-prepared enrichment materials provide even more options for accommodating varied learning styles and curriculum enrichment.

The career service-learning components provide a link to the world of work and the larger community that fosters a sense of being connected with, and valued by, the community. Students have an opportunity to be exposed to environments in which success can be experienced. They may be employed at a work experience site or involved in service learning for credit half-days and attend the charter school part of the day.

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.



Wausau School District

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25. Wausau, New Horizons Charter School for At-Risk Teens

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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 program that works for these at-risk teens.

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26. Wausau, Wausau Area Montessori School

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 has started with Elementary I and Elementary II classrooms with the prospect of including four and five year olds the following year. The school's greatest challenge has been to find qualified teachers for the program; therefore, a year will be spent training and certifying capable and talented people. This venture has met with high acclaim in the community; past successful collaborations will only enhance this charter school project.



Wilmot Grade School District

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27. Wilmot, Wilmot Bright Horizons

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 their lives. 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.

Wilmot Bright Horizons has been created to constitute a high-quality learning environment for four-year-old children based on scientific research of best practice for early childhood learning. 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

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- 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

Wilmot Bright Horizons serves children in the Wilmot Grade 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.



Wisconsin Rapids Public Schools

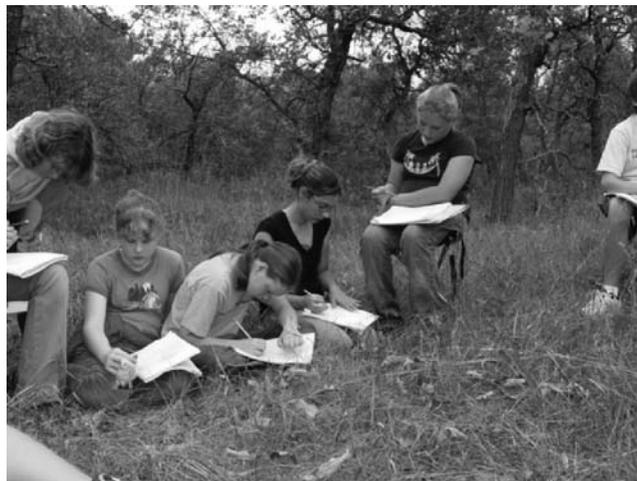
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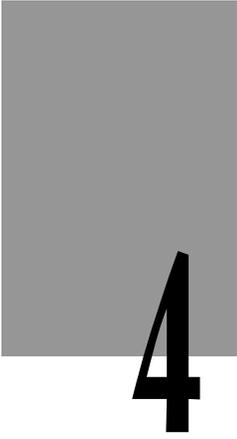
28. Wisconsin Rapids, Central Cities Health Institute

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The Central Cities Health Institute (CCHI) is a charter program offered to 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.





4

Appendices

- A. Teaching Requirements for Charter Schools
- B. Wisconsin Charter School Law 118.40
- C. Wisconsin Charter Schools
- D. Closed Charter Schools
- E. Resources
- F. 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 February, and 25% in June. The department shall send the check to the operator of the charter school.

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

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

(3) CONTRACT.

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

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

(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.

(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.

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>Appleton Area School District Thomas G. Scullen District Administrator P.O. Box 2019 Appleton, WI 54912-2019 920-832-6126</p>	<p>Appleton Central Alternative School Est. 1996 LuAnn Coenen P.O. Box 2019 Appleton, WI 54912-2019 920-832-6136 coenenluann@asd.k12.wi.us</p> <p>Appleton Community Learning Center Est. 2000 LuAnn Coenen P.O. Box 2019 Appleton, WI 54912-2019 920-832-6136 coenenluann@asd.k12.wi.us</p> <p>Appleton eSchool Est. 2002 Connie Radtke 2121 Emmers Drive Appleton, WI 54915-3802 920-832-6212 radtkeconstanc@asd.k12.wi.us</p> <p>Appleton Public Montessori* Est. 2005 Dom Ferrito 2725 East Forest Street Appleton, WI 54915 920-832-6265 ferritodominick@asd.k12.wi.us</p> <p>Classical Charter School Est. 1999 Constance Ford 3310 North Durkee Street Appleton, WI 54911 920-832-4968 classicalcharter@aol.com</p> <p>Dan Spalding Academy Est. 2004 LuAnn Coenen P.O. Box 2019 Appleton, WI 54912-2019 920-832-6136 coenenluann@asd.k12.wi.us</p>

^aNoninstrumentality

*New school for 2005–2006 school year

Fox River Academy*
Est. 2005
Julie Spalding
1000 South Mason Street
Appleton, WI 54914
920-832-6260
spaldingjulie@aasd.k12.wi.us

Odyssey-Magellan Charter School
Est. 2000
Judith Baseman
305 West Foster Street
Appleton, WI 54915-1515
920-832-6226
basemanjudith@aasd.k12.wi.us

Renaissance School for the Arts
Est. 2000
Chad Welch
610 North Badger Avenue
Appleton, WI 54914-3448
920-832-6219
welchchad@aasd.k12.wi.us

Tesla Engineering Charter School
Est. 2002
Becky Walker
2121 Emmers Drive
Appleton, WI 54915-3802
920-832-6210
walkerbeckym@aasd.k12.wi.us

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

Wisconsin Connections Academy
Est. 2002
Nichole Schweitzer
P.O. Box 2019
Appleton, WI 54912-2019
920-832-4800
schweitzernich@aasd.k12.wi.us

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

^aNoninstrumentality

*New school for 2005–2006 school year

Lafayette County Community Charter School^a
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

Beaver Dam School District
Brian Busler
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
Pam Kiefert
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

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

JEDI Virtual High School^{nm}*
Est. 2005
Mary Jo Black
925 Lexington Blvd.
Fort Atkinson, WI 53538
920-563-8306
mjblack@mail.fortschools.org

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

Language Instruction for Tomorrow Charter School
Est. 2004
Joseph Bellante
301 East Street
Clinton, WI 53525-9465
608-676-2211
jobellante@clintonwisch.com

^aNoninstrumentality

*New school for 2005–2006 school year

Colfax School District

Lee P. Bjurquist
 District Administrator
 601 University Avenue
 Colfax, WI 54730-9773
 715-962-3773

Crandon School District

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

Deerfield Community School District

Ruthann Faber
 District Administrator
 300 Simonson Boulevard
 Deerfield, WI 53531-9543
 608-764-8261

Denmark School District

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

Drummond Area School District

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

Eau Claire Area School District

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

Academic Center—High School

Est. 1998
 Dennis Geissler
 601 University Avenue
 Colfax, WI 54730
 715-962-3155
 geissler@colfax.k12.wi.us

Crandon Alternative Resource School

Est. 2000
 John Gruber
 9750 US Highway 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
 608-764-5431
 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

Ascend Academyⁿ

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
 Holly Hart
 400 Cameron Street
 Eau Claire, WI 54703-5101
 715-852-3101
 hhart@ecasd.k12.wi.us

Chippewa Valley Technology Charter School

Est. 1999
 Holly Hart
 400 Cameron Street
 Eau Claire, WI 54703-5101
 715-852-3101
 hhart@ecasd.k12.wi.us

ⁿNoninstrumentality

*New school for 2005–2006 school year

McKinley Charter School

Est. 1996
 Holly Hart
 1266 McKinley Road
 Eau Claire, WI 54703-2220
 715-839-2831
 hhart@ecasd.k12.wi.us

Elkhorn Area School District

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

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 School District

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

Flambeau Charter School

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

Gilman School District

Drew Johnson
 District Administrator
 325 North Fifth Avenue
 Gilman, WI 54433
 715-447-8216

School District of Gilman Charter School

Est. 2001
 Drew Johnson
 325 North Fifth Avenue
 Gilman, WI 54433
 715-447-8211
 dvjohnso@gilman.k12.wi.us

Glenwood City School District

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

Transitional Skills Center

Est. 2000
 Elizabeth Haltimer
 P.O. Box 339
 Glenwood City, WI 54013-0339
 715-265-4266
 haltibet@gcsd.k12.wi.us

Grantsburg School District

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

Grantsburg Virtual School

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

Greendale School District

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

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

^aNoninstrumentality

*New school for 2005–2006 school year

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

Hurley School District
Elizabeth Jorgensen
Acting District Administrator
5503 West Range View Drive
Hurley, WI 54534-9000
715-561-4900

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

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

Passage Middle School, Wauwatosa^a
Est. 2000
Tanya Fredrich
9501 West Watertown Plank Road
Wauwatosa, WI 53226-3552
414-476-2122
tfredrich@cesa1.k12.wi.us

Hayward Center for Individualized Learning^a
Est. 2003
Kathryn Hexum
P.O. Box 860
Hayward, WI 54843-0860
715-865-3107
elegraph@cheqnet.net

Waadookodaading
Est. 2001
Cathy Begay
P.O. Box 860
Hayward, WI 54843-0860
715-634-2619
cbegay@hayward.k12.wi.us

Dr. Joseph Lalich Charter School
Est. 2000
Elizabeth Jorgensen
5503 West Range View Drive
Hurley, WI 54534-9000
715-561-4900
jorgensen@hurley.k12.wi.us

Janesville Academy for International Studies^{*}
Est. 2005
Donna Behn
31 West Milwaukee Street
Janesville, WI 53548
608-314-1180
dbehn@janesville.k12.wi.us

Rock River Charter School
Est. 1998
Stephanie Filter
31 West Milwaukee Street
Janesville, WI 53548-2911
608-752-8273
sfilter@janesville.k12.wi.us

Jefferson County Alternative School–Watertown^a
Est. 2000
Shannon Mooney
700 West Milwaukee Street
Jefferson, WI 53549-1498
920-675-1100
mooneys@jefferson.k12.wi.us

^aNoninstrumentality

^{*}New school for 2005–2006 school year

**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
262-942-2193
pjones@kUSD.edu

Dimensions of Learning Academy
Est. 2000
Diana Pearson
6218 25th Avenue
Kenosha, WI 53143
262-605-6849
dpearson@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
414-350-1153

The 21st Century Preparatory School
Est. 2002
Karen Noble
1220 Mound Avenue
Racine, WI 53404
262-598-0026
knoble@21stprepschool.org

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

Lakeshore Alternative High School
Est. 2000
Dawn Madland
915 Second Street
Kewaunee, WI 54216
920-388-2951
dmadland@kewaunee.k12.wi.us

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

Kiel eSchool
Est. 2002
Sue Steiner
416 Paine Street, P.O. Box 201
Kiel, WI 53042-0201
920-894-2266
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

^aNoninstrumentality

*New school for 2005–2006 school year

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

Ladysmith-Hawkins School District
James Schuchardt
District Administrator
1700 Edgewood Avenue East
Ladysmith, WI 54848-3005
715-532-5277

Caring Opportunities for Recovery Education*
Est. 2005
Tim Fosshage
W2662 Kennedy Avenue
Kimberly, WI 54136
920-687-3024
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

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

Coulee Montessori
Est. 1998
Harvey G. Witzenburg
901 Caledonia Street
La Crosse, WI 54603-2616
608-789-7685
hwitzenb@mail.sdlax.k12.wi.us

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

Ladysmith-Hawkins Alternative Program II
Est. 2002
James Schuchardt
1700 Edgewood Avenue E
Ladysmith, WI 54848-3005
715-532-5277
jschuchardt@lhsd.k12.wi.us

¹Noninstrumentality

*New school for 2005–2006 school year

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

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
 608-204-1340
 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
 P.O. Box 76
 Marshall, WI 53559-0076
 608-655-3466
 barb_sramek@marshall.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
 Tom 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
 Laura Lundy
 124 West State Street
 Medford, WI 54451
 715-748-4620
 lundyla@medford.k12.wi.us

ⁿNoninstrumentality

*New school for 2005–2006 school year

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
 Chris Zingler
 2145 South Memorial Drive
 Appleton, WI 54915
 920-967-1800
 zingler@mjsd.k12.wi.us

The School on the Lake

Est. 2000
 Bev Sturke
 1600 Midway Road
 Menasha, WI 54952-1228
 920-967-1605
 sturkeb@mjsd.k12.wi.us

Menomonie Area School District

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

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

Howard Fuller
 District Administrator
 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

Central City Cyberschool

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

The 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

^aNoninstrumentality

*New school for 2005–2006 school year

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

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
414-288-1691
janismccollum@hotmail.com

Academia de Lenguaje y Bellas Artes

Est. 2004
Brenda Martinez
1515 West Lapham Boulevard
Milwaukee, WI 53204-3236
414-902-8323
076@mail.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
peterslm@mail.milwaukee.k12.wi.us

(The) Alliance School*

Est. 2005
Tina Owen
234 West Galena, 2nd Floor
Milwaukee, WI 53212
414-227-2550
owentm@mail.milwaukee.k12.wi.us

**Audubon Technology and
Communication Center**

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

**Aurora Weier Early College Bilingual
High School ***

Est. 2005
Eugene Manzanet
2669 North Richards Street
Milwaukee, WI 53212
414-562-8398
awec@sbcglobal.net

¹Noninstrumentality

*New school for 2005–2006 school year

Bruce Guadalupe Community School^a

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

Carter School of Excellence^a

Est. 2003
Debra Kenner Klepp
2001 West Vliet Street
Milwaukee, WI 53205-1943
414-933-4044
debrakenner@aol.com

CITIES Project High School^a

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 or Roxane Mayeur
1017 North 12th Street
Milwaukee, WI 53233
414-934-4057
obrienjm@mail.milwaukee.k12.wi.us

Community Trade and Business Center^a

Est. 2004
Robert L. Brown Jr.
2760 North 1st Street
Milwaukee, WI 53212-2402
414-267-0018
rlbnavi@aol.com

Fairview School

Est. 2001
Jacqueline Scudder
6500 West Kinnickinnic River
Parkway
Milwaukee, WI 53219-3099
414-546-7700
155@mail.milwaukee.k12.wi.us

(Gustav A.) Fritsche Middle School

Est. 1999
Robin Kitzrow
2969 South Howell Avenue
Milwaukee, WI 53207-2093
414-294-1000
049@mail.milwaukee.k12.wi.us

^aNoninstrumentality

*New school for 2005–2006 school year

Genesis High School

Est. 2004
Kathelyne Dye
1011 West Center Street
Milwaukee, WI 53206-3262
414-267-5003
010@mail.milwaukee.k12.wi.us

Highland Community Schoolⁿ

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

Hmong American Peace Academyⁿ

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
Santa M. Consiglio
6701 West Eden Place
Milwaukee, WI 53220
414-604-7900
consigsm@mail.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@mail.milwaukee.k12.wi.us

I.D.E.A.L. Charter School

Est. 2001
Barbara Ernest
4965 South 20th Street
Milwaukee, WI 53221-2859
414-304-6200
babernie@hotmail.com

**(Solomon) Juneau Business High
School**

Est. 2001
Myron Cain
6415 West Mount Vernon Avenue
Milwaukee, WI 53213-4099
414-256-8200
cainml@mail.milwaukee.k12.wi.us

ⁿNoninstrumentality

^{*}New school for 2005–2006 school year

La Causa Charter Schoolⁿ

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@mail.milwaukee.k12.wi.us

**Milwaukee Leadership Training
Centerⁿ**

Est. 2001
Leslie Seib
2360 North 52nd Street
Milwaukee, WI 53210-2701
414-874-8588
seibla@mail.milwaukee.k12.wi.us

**Milwaukee Learning Laboratory and
Institute***

Est. 2005
David Coyle
6506 West Warnimont Avenue
Milwaukee, WI 53220
414-604-7940
057@mail.milwaukee.k12.wi.us

**Milwaukee School of
Entrepreneurship**

Est. 2004
John Polczynski
6914 West Appleton Avenue
Milwaukee, WI 53216-2732
414-438-5200
023@mail.milwaukee.k12.wi.us

**New Hope Institute of Science and
Technologyⁿ**

Est. 2003
Rosella Tucker
1501 South Layton Boulevard
Milwaukee, WI 53215
414-383-9048
mendel100@hotmail.com

ⁿNoninstrumentality

*New school for 2005–2006 school year

Next Door Charter School *

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@mail.milwaukee.k12.wi.us

Phoenix High School

Est. 2001
Michael Endress
3620 North 18th Street
Milwaukee, WI 53206-2399
414-875-6438
endresme@mail.milwaukee.k12.wi.us

Preparatory School for Global Leadershipⁿ

Est. 2004
Angela Dye
1916 North 4th Street
Milwaukee, WI 53212-3612
414-264-3382
ejuc8r@aol.com

Professional Learning Institute

Est. 2003
Theresa Erbe
4965 South 20th Street
Milwaukee, WI 53221-2859
414-304-6180
terbe007@hotmail.com

School of Humanities

Est. 2004
Reginald Lawrence
1011 West Center Street
Milwaukee, WI 53206-3262
414-267-5001
011@mail.milwaukee.k12.wi.us

Siefert Elementary School

Est. 2001
Janel Howard-Hawkins
1547 North 14th Street
Milwaukee, WI 53205-2109
414-935-1500
322@mail.milwaukee.k12.wi.us

ⁿNoninstrumentality

*New school for 2005–2006 school year

Truth Institute for Leadership and Service

Est. 2004
Sharnissa Dunlap-Parker
1011 West Center Street
Milwaukee, WI 53206-3262
414-267-4978
013@mail.milwaukee.k12.wi.us

The Veritas High Schoolⁿ

Est. 2001
Marcia Spector
3025 West Oklahoma Avenue
Milwaukee, WI 53215
414-389-5575
mspector@seedsofhealth.org

Walker International Middle School

Est. 2000
Connie Govani
1712 South 32nd Street
Milwaukee, WI 53215-2104
414-902-7506
govanicr@mail.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
lmiller@execpc.com

Westside Academy I/II

Est. 2000
James Sonnenberg
1940 North 36th Street
Milwaukee, WI 53208-1927
414-934-5000
370@mail.milwaukee.k12.wi.us

Whittier Elementary School

Est. 2001
Peggy Mystrow
4382 South 3rd Street
Milwaukee, WI 53207-4999
414-294-1400
398@mail.milwaukee.k12.wi.us

Wings Academyⁿ

Est. 2002
Dani LaPorte
1501 South Layton Boulevard
Milwaukee, WI 53215
414-431-1356
danielle.laporte@marquette.edu

ⁿNoninstrumentality

*New school for 2005–2006 school year

Wisconsin Career Academy^a

Est. 2000
Tarik Celik
4801 South 2nd Street
Milwaukee, WI 53207
414-483-2117
celik@wiscca.com

University of Wisconsin–Milwaukee

Robert Kattman
District Administrator
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
William Nimke
631 North 19th Street
Milwaukee, WI 53233
414-933-9713
bnimke@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
Gena Stezala
2020 W. Wells Street
Milwaukee, WI 53233
414-342-4008
gstezala@mcfi.net

Tenor High School*

Est. 2005
Catherine Machi
840 North Jackson Street
Milwaukee, WI 53202
414-431-4371
cmachi@seedsofhealth.org

^aNoninstrumentality

*New school for 2005–2006 school year

**Milwaukee Urban League Academy
of Business and Economics**

Est. 2001
Barbara Fisher
3814 West North Avenue
Milwaukee, WI 53208
414-615-3915
bafisher@milwaukee2.edisonschools.
com

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

MMS Alternative Charter*

Est. 2005
Dan Bauer
215 Third Street
Monroe, WI 53566
608-328-7127
dan.bauer@monroe.k12.wi.us

Monroe Alternative Charter School

Est. 1998
Daniel Bauer
1220 16th Avenue
Monroe, WI 53566-1763
608-328-7128
dan.bauer@monroe.k12.wi.us

**Monroe Independent Education
Charter School**

Est. 2003
Daniel Bauer
1220 16th Avenue
Monroe, WI 53566-1763
608-328-7128
dan.bauer@monroe.k12.wi.us

^aNoninstrumentality

*New school for 2005–2006 school year

Mukwonago Area School District

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

Eagleville Elementary Charter School

Est. 2004
 Lynn Furey
 S101 W34511 Hwy LO
 Eagle, WI 53119
 262-363-6258
 fureyev@wi.rr.com

Neenah Joint School District

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

Alliance Charter Elementary

Est. 2004
 Kim Benson
 215 East Forest Avenue
 Neenah, WI 54956-2765
 920-751-6970
 kbenson@neenah.k12.wi.us

Neillsville School District

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

Clark County Charter School^a

Est. 1998
 Kelly Timmons
 1115 West 4th Street, Suite A
 Neillsville, WI 54456
 715-743-7443
 ktimmons@cesa10.k12.wi.us

New Lisbon School District

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

Juneau County Charter School^a

Est. 1999
 Michele Yates-Wickus
 N11003 17th Avenue
 Necedah, WI 54646
 608-742-8811
 yatesm@cesa5.k12.wi.us

New London School District

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

CASTLE Learning Center

Est. 2002
 Cari Guden
 1700 Klatt Road
 New London, WI 54961-8603
 920-982-8420
 cguden@newlondon.k12.wi.us

Northern Ozaukee School District

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

The Wisconsin Virtual Academy

Est. 2003
 Daniel Hanrahan
 401 Highland Drive
 Fredonia WI 53021-9499
 262-692-3988
 dhanrahan@k12.com

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
 David Polashek
 320 Central Avenue
 Oconto Falls, WI 54154
 920-848-4455
 polashek@ez-net.com

^aNoninstrumentality

*New school for 2005–2006 school year

Omro School District

Paul Amundson
District Administrator
455 Fox Trail
Omro, WI 54963-1198
920-685-5666

School District of Osceola

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

Oshkosh Area School District

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

Spruce School

Est. 1998
Thomas Menor
7904 County A West
Lena, WI 54139
920-829-5204
tommenor@mail.ocontofalls.k12.wi.us

Enterprise Charter School^a

Est. 2000
Carol Zarske
8389 Liberty School Road
Omro, WI 54963-9607
920-685-7410
czarske@cesa6.k12.wi.us

Osceola Charter Preschool*

Est. 2005
Peggy Weber
250 Tenth Avenue
Osceola, WI 54020
715-294-3457
weberp@osceola.k12.wi.us

Alternative Accelerated 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

EAA and Oshkosh Schools Third-Grade Aviation Charter School

Est. 2001
B. Lynn Brown
1225 North Oakwood Road
Oshkosh, WI 54904-8456
920-424-0164
lynn.brown@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

Oakwood 4th and 5th Grade 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

^aNoninstrumentality

*New school for 2005–2006 school year

Oshkosh East High (Charter) School

Est. 2004
Jeff Walters
405 Washington Avenue
Oshkosh, WI 54901
920-424-0160
jeff.walters@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
Tanya Kotlowski
117 West Franklin Street
Portage, WI 53901-1262
608-742-1409
kotlowskit@portage.k12.wi.us

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

Prairie du Chien Area School District

James P. O'Meara
District Administrator
420 Wacouta Avenue
Prairie du Chien, WI 53821-1924
608-326-8451

Eastman Community Home Organization Elementary School

Est. 2000
James P O'Meara
202 South Main Street
Eastman, WI 54626
608-874-4011
jomeara@pdc.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
Keith Mosley
2326 Mohr Avenue
Racine, WI 53405-2645
262-664-6150
kmosley@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

^aNoninstrumentality

*New school for 2005–2006 school year

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
 715-736-3464

Barron County Alternative School^a

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

River Falls School District

Boyd C. McLarty
 District Administrator
 852 East Division Street
 River Falls, WI 54022-2599
 715-425-1800

Renaissance Alternative 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

Sheboygan Area School District

Joseph Sheehan
 District Administrator
 830 Virginia Avenue
 Sheboygan, WI 53081
 920-459-6487

Riverview Academy Charter School*

Est. 2005
 Vickie Ritchie
 830 Virginia Avenue
 Sheboygan, WI 53081
 920-459-6746
 vritchie@sheboygan.k12.wi.us

^aNoninstrumentality

*New school for 2005–2006 school year

Shorewood School District

Blane McCann
 District Administrator
 1701 East Capitol Drive
 Shorewood, WI 53211
 414-963-6901

South Milwaukee School District

David Ewald
 District Administrator
 901 15th Avenue
 South Milwaukee, WI 53172
 414-766-5000

Sparta Area School District

John Hendricks
 District Administrator
 506 North Black River Street
 Sparta, WI 54656-1548
 608-269-3151

Stevens Point Area School District

Bette Lang
 District Administrator
 1900 Polk Street
 Stevens Point, WI 54481-5875
 715-345-5444

New Horizons for Learning*

Est. 2005
 Rick Monroe
 1701 East Capitol Drive
 Shorewood, WI 53211
 414-963-6933
 rmonroe@shorewood.k12.wi.us

Connects Learning Center

Est. 2001
 Lisa Kujawa
 6201 South Barland Avenue
 Cudahy, WI 53110-2951
 414-768-6176
 l.kujawa@oakcreek.k12.wi.us

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

Concerned About Reaching Everyone

Est. 2000
 Connie Negaard
 2000 Polk Street
 Stevens Point, WI 54481-5872
 715-345-5620
 cnegaard@wisp.k12.wi.us

ⁿNoninstrumentality

*New school for 2005–2006 school year

**Education for Sustainable
Development**

Est. 1998—Inactive
Vic Akemann
1201 North Point Drive
Stevens Point, WI 54481
715-345-7312
vakemann@wisp.k12.wi.us

**Jackson Environmental Discovery
Center**

Est. 2002—Inactive
Carl Coffman
1900 West Zinda Drive
Stevens Point, WI 54481-3412
715-345-5417
ccoffman@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

McKinley Center

Est. 1998
John Blader Sr.
2926 Blaine Street
Stevens Point, WI 54481
715-345-5421
jblader@wisp.k12.wi.us

The 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

^aNoninstrumentality

*New school for 2005–2006 school year

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 Grade School District
George Steffen
District Administrator
26325 Wilmot Road
Trevor, WI 53179-9701
262-862-2356

Trevor Accelerated Program
Est. 1998
Barbara Sander
26325 Wilmot Road
Trevor, WI 53179-9701
262-862-2356
bsander@trevor.k12.wi.us

Verona Area School District
Dean Gorrell
District Administrator
700 North Main Street
Verona, WI 53593-1153
608-845-4310

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

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
rbaker@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
Don Casey
621 West College Avenue
Waukesha, WI 53186
262-970-1102
dcasey@waukeshak12.wi.us

^aNoninstrumentality

*New school for 2005–2006 school year

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

Wausau School District

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

New Horizons Charter School for At-Risk Teens*

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
715-261-2000
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 (CESA 1)ⁿ

Est. 2001
Heidi Thuli
2450 South 68th Street, Suite 200
West Allis, WI 53219-1904
262-787-9545
hthuli@cesa1.k12.wi.us

ⁿNoninstrumentality

*New school for 2005–2006 school year

Weyauwega–Fremont School District

F. James Harlan
 District Administrator
 P.O. Box 580
 Weyauwega, WI 54983-0580
 920-867-2148

Waupaca County Charter School^a

Est. 1998
 Michele Yates-Wickus
 P.O. Box 457
 Weyauwega, WI 54983
 920-867-4744
 yatesm@cesa5.k12.wi.us

Wilmot Grade School District

Deborah Kerr
 District Administrator
 10720 Fox River Road
 Wilmot, WI 53192
 262-862-6461

Wilmot Bright Horizons*

Est. 2005
 Teresa Curley
 10720 Fox River Road
 Wilmot, WI 53192
 262-862-6461
 curleyta@wilmotgs.k12.wi.us

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

Dean Ryerson
 District Administrator
 510 Peach Street
 Wisconsin Rapids, WI 54494
 715-422-6005

Central Cities Health Institute^c

Est. 2005
 Gus Mancuso
 1801 16th Street South
 Wisconsin Rapids, WI 54494
 715-423-1520
 gus.mancuso@wrps.org

^aNoninstrumentality

*New school for 2005–2006 school year

Appendix D

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
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
Glidden SD	Glidden Charter	1998	1999	At-Risk	6–8
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	Evening Alternative School	1997	2002	Math/Science	7–8
Ladysmith-Hawkins SD	Project: Learning!	2001	2004	Gen/Lib Arts	1–12
Lake Geneva–Genoa City UHS 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
Maple SD	Richard I. Bong Memorial Academy	2000	2005	At-Risk	7–8
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
Milwaukee Public Schools	Afro Urban Institute	2002	2004	At-Risk	11–12
Milwaukee Public Schools	Learning Enterprise Vocational and Training Institute	2001	2005	Tech/Vocational	11–12
North Crawford SD	Kickapoo River Institute	1997	1998	At-Risk	10–12

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
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 E

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

For specific information about starting a new charter school, please go to:

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

Institute for the Transformation of Learning, Marquette University:

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 services.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 F

Wisconsin Charter Schools Alphabetized by School Name

<i>Charter School</i>	<i>Chartering Authority</i>	<i>Page No.</i>
Academia de Lenguaje y Bellas Artes	Milwaukee	40
Academic Center—High School	Colfax	19
Academy of Learning (CESA 1)	West Allis	84
Academy of Learning and Leadership	City of Milwaukee	38
Advanced Language and Academic Studies High School	Milwaukee	41
Alliance Charter Elementary	Neenah	61
The Alliance School	Milwaukee	96
Alternative Accelerated Learning Program School	Oshkosh Area	65
Appleton Central Alternative School	Appleton Area	12
Appleton Community Learning Center	Appleton Area	12
Appleton eSchool	Appleton Area	12
Appleton Public Montessori	Appleton Area	88
Argyle Land Ethic Academy	Argyle	16
Ascend Academy	Drummond Area	21
Audubon Technology and Communication Center	Milwaukee	41
Aurora Weier Early College Bilingual High School	Milwaukee	97
Barron County Alternative School	Rice Lake Area	72
Beaver Dam Charter School	Beaver Dam	17
The Brompton School	Kenosha	29
Bruce Guadalupe Community School	Milwaukee	42
Capitol West Academy	UW–Milwaukee	55
Caring Opportunities for Recovery Education	Kimberly Area	93
Carter School of Excellence	Milwaukee	42
CASTLE Learning Center	New London	62
Central Cities Health Institute	Wisconsin Rapids	110
Central City Cyberschool	City of Milwaukee	39
Chance II Charter School	Menasha	94
Chippewa Valley Montessori Charter School	Eau Claire Area	21
Chippewa Valley Technology Charter School	Eau Claire Area	22
CITIES Project High School	Milwaukee	42
Clark County Charter School	Neillsville	61
Classical Charter School	Appleton Area	13
Community High School	Milwaukee	43
Community Trade and Business Center	Milwaukee	44
Comprehensive Learning Center	Richland	72
Concerned About Reaching Everyone	Stevens Point Area	76
Connects Learning Center	South Milwaukee	74
Core Knowledge Charter School	Verona Area	80
Coulee Montessori	La Crosse	32
Crandon Alternative Resource School	Crandon	19
Dan Spalding Academy	Appleton Area	13

<i>Charter School</i>	<i>Chartering Authority</i>	<i>Page No.</i>
The Darrell L. Hines College Preparatory Academy of Excellence	City of Milwaukee	39
Denmark Empowerment Charter School	Denmark	20
Dimensions of Learning Academy	Kenosha	29
Downtown Montessori Academy	City of Milwaukee	39
Dr. Joseph Lalich Charter School	Hurley	27
EAA and Oshkosh Schools Third-Grade Aviation Charter School	Oshkosh Area	65
Eagleville Elementary Charter School	Mukwonago Area	60
Eastman Community Home Organization Elementary School	Prairie du Chien Area	69
Enterprise Charter School	Omro	64
Fairview School	Milwaukee	44
Falls Alternative Learning Site	Oconto Falls	64
The Fifth Dimension	Marshall	36
Flambeau Charter School	Flambeau	23
Fox River Academy	Appleton Area	88
(Gustav A.) Fritsche Middle School	Milwaukee	44
Genesis High School	Milwaukee	45
School District of Gilman Charter School	Gilman	24
Grantsburg Virtual School	Grantsburg	25
Harvey Philip Alternative Charter School	Waukesha	82
Hayward Center for Individualized Learning	Hayward Community	26
Highland Community School	Milwaukee	45
Hmong American Peace Academy	Milwaukee	46
Honey Creek Continuous Progress Elementary School	Milwaukee	98
Humboldt Park K–8 School	Milwaukee	46
I.D.E.A.L. Charter School	Milwaukee	47
Inland Seas School of Expeditionary Learning	UW–Milwaukee	102
iQ Academies at Wisconsin	Waukesha	82
James C. Wright Middle School	Madison Metropolitan	34
Janesville Academy for International Studies	Janesville	90
JEDI Virtual High School	Cambridge	89
Jefferson County Alternative School—Watertown	Jefferson	28
Jefferson School for the Arts	Stevens Point Area	77
Journeys School	Oshkosh Area	66
(Solomon) Juneau Business High School	Milwaukee	47
Juneau County Charter School	New Lisbon	62
Kiel eSchool	Kiel Area	31
Kilbourn Academy	Wisconsin Dells	85
La Causa Charter School	Milwaukee	48
LaCrossroads High School	La Crosse	32

<i>Charter School</i>	<i>Chartering Authority</i>	<i>Page No.</i>
Ladysmith-Hawkins Alternative Program II	Ladysmith-Hawkins	33
Lafayette County Community Charter School	Argyle	16
Lakeshore Alternative High School	Kewaunee	30
Lakeview Montessori School	Sparta Area	74
Language Instruction for Tomorrow Charter School	Clinton Community	18
Laurel High School	Viroqua Area	81
LEARN Charter School	Lena	93
Life Education and Preparation Program	Deerfield Community	20
Lodi Charter School	Lodi	34
Lucas Charter School	Menomonie Area	37
Maasai Institute	City of Milwaukee	95
Malcolm X Academy	Milwaukee	48
Mauston Alternative Resource School	Mauston	36
McDill Academies	Stevens Point Area	77
McKinley Center	Stevens Point Area	78
McKinley Charter School	Eau Claire Area	22
McKinley Middle Charter School	Racine	70
Meeme LEADS Charter School	Kiel Area	91
Middleton Alternative Senior High	Middleton-Cross Plains	37
Milwaukee Academy of Aviation, Science & Technology	Milwaukee	99
Milwaukee Academy of Science	UW-Milwaukee	56
Milwaukee College Preparatory School	UW-Milwaukee	56
Milwaukee Leadership Training Center	Milwaukee	49
Milwaukee Learning Laboratory and Institute	Milwaukee	99
Milwaukee School of Entrepreneurship	Milwaukee	49
Milwaukee Urban League Academy of Business and Economics	UW-Milwaukee	57
MMS Alternative Charter	Monroe	104
Monona Grove Alternative High School	Monona Grove	59
Monroe Alternative Charter School	Monroe	59
Monroe Independent Education Charter School	Monroe	60
New Century School	Verona Area	80
New Hope Institute of Science and Technology	Milwaukee	49
New Horizons Charter School for At-Risk Teens	Wausau	108
New Horizons for Learning	Shorewood	107
Next Door Charter School	Milwaukee	100
Northeast Wisconsin Online Charter School	Kohler	31
Northern Star School	Milwaukee	50
Northwoods Community Elementary School	Rhineland	70
Northwoods Community Secondary School	Rhineland	71

<i>Charter School</i>	<i>Chartering Authority</i>	<i>Page No.</i>
Nuestro Mundo Community School	Madison Metropolitan	35
Oakwood 4th and 5th Grade Environmental Education Charter School	Oshkosh Area	66
Odyssey-Magellan Charter School	Appleton Area	14
Osceola Charter Preschool	Osceola	105
Oshkosh East High (Charter) School	Oshkosh Area	67
Paideia Academy	Kenosha	29
Parkview Charter School	Parkview	67
Passage Middle School, Wauwatosa	Hamilton	26
Phoenix High School	Milwaukee	50
Portage Academy of Achievement	Portage Community	68
Preparatory School for Global Leadership	Milwaukee	51
Professional Learning Institute	Milwaukee	51
Project Change—Alternative Recovery School	Waukesha	83
The REAL School	Racine	70
Renaissance Alternative Charter School	River Falls	73
Renaissance School for the Arts	Appleton Area	14
River Crossing Environmental Charter School	Portage Community	68
River Falls Public Montessori Academy	River Falls	73
Riverview Academy Charter School	Sheboygan Area	106
Rock River Charter School	Janesville	28
The Roosevelt IDEA School	Stevens Point Area	78
Rural Virtual Academy	Medford Area	94
School for Early Development and Achievement	UW–Milwaukee	57
School of Humanities	Milwaukee	52
School of Science, Engineering and Technology	Blair–Taylor	18
School of Technology and Arts	La Crosse	33
School of Technology and Arts II	La Crosse	33
The School on the Lake	Menasha	36
Siefert Elementary School	Milwaukee	52
Sparta Area Independent Learning School	Sparta Area	75
Sparta Charter Preschool	Sparta Area	75
Sparta High Point School	Sparta Area	76
Spruce School	Oconto Falls	64
Synectics Middle School	Beloit	17
Tenor High School	UW–Milwaukee	103
Tesla Engineering Charter School	Appleton Area	14
Time 4 Learning Charter School	Greendale	25
Transitional Skills Center	Glenwood City	24
Trevor Accelerated Program	Trevor Grade School	80
Truth Institute for Leadership and Service	Milwaukee	53
The 21st Century Preparatory School	UW–Parkside	30

<i>Charter School</i>	<i>Chartering Authority</i>	<i>Page No.</i>
Valley New School	Appleton Area	15
The Veritas High School	Milwaukee	53
Vernon County Area Better Futures High School	Viroqua Area	81
Waadookodaading	Hayward Community	27
Walker International Middle School	Milwaukee	53
Walworth County Educational Consortium Alternative High School	Elkhorn Area	23
Washington Service-Learning Center	Stevens Point Area	79
Waukesha Academy of Health Professions	Waukesha	83
Waupaca County Charter School	Weyauwega- Fremont	85
Waupun Alternative High School	Waupun	84
Wausau Area Montessori School	Wausau	109
W.E.B. Du Bois High School	Milwaukee	101
Westside Academy I/II	Milwaukee	54
Whittier Elementary School	Milwaukee	54
Wildlands Science Research Charter School	Augusta Area	89
Wilmot Bright Horizons	Wilmot Grade	109
Wings Academy	Milwaukee	54
Wisconsin Career Academy	Milwaukee	55
Wisconsin Connections Academy	Appleton Area	15
Wisconsin River Academy	Stevens Point Area	79
The Wisconsin Virtual Academy	Northern Ozaukee	63
Woodlands School	UW-Milwaukee	57
YMCA Young Leaders Academy	UW-Milwaukee	58

Attention Charter Operators!

We need your updates for the 2006–2007 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

