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SCHOOL CHOICE PROGRAMS 1998

DELAWARE

1996 State Profile:¹

- Total number of students in public elementary and secondary schools (1996-1997): **110,549²**
- Per-pupil spending: : **\$6,502³**
- Per-pupil spending rank: **7 out of 51** (50 states and the District of Columbia)
- Pupil/Teacher ratio: **16.8/1**
- Pupil/Teacher rank: **28 out of 51**
- Graduation rate: **65.1 percent**
- Graduation rank: **38 out of 51**
- SAT rank: **10 out of 24**
- NAEP Math rank: **27 out of 41**
- Number of charter schools in operation (fall 1997): **3⁴**

Background:

Delaware enacted its first bill establishing public school choice in September 1996. The law allows parents to enroll their children in any public school in the state, both between and within districts, if the school's capacity is adequate. The burden of transportation costs for out-of-district school choice rests on families, but a funding mechanism for transportation costs associated with inter-district choice was established. The bill does not allow parents to use these funds for private or religious schools.

Governor Thomas Carper signed the Charter School Act of 1995 into law on July 10, 1995. The act establishes public charter schools but prohibits religious, home-based, or sectarian charter schools. A maximum of 15 charter schools can be established through 1999. Each charter is awarded for three years, but the charter is subject to review and termination by the approving authority at any point. The legislation contains a complex set of rules and regulations on teacher hiring and certification, funding procedures, and transportation financing. It also allows charter schools some freedom from state and local regulations. Although the Charter School Act of 1995 sets the stage for education reform, the limits it imposes on the number and types of schools that can be chartered means it still falls short of qualifying as a serious education initiative.

Delaware's first two charter schools opened in

[Nebraska](#)[Nevada](#)[New Hampshire](#)[New Jersey](#)[New Mexico](#)[New York](#)[North Carolina](#)[North Dakota](#)[Ohio](#)[Oklahoma](#)[Oregon](#)[Pennsylvania](#)[Rhode Island](#)[South Carolina](#)[South Dakota](#)[Tennessee](#)[Texas](#)[Utah](#)[Vermont](#)[Virginia](#)[Washington](#)[West Virginia](#)[Wisconsin](#)[Wyoming](#)**U.S.
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Delaware's first two charter schools opened in September 1996. One of the schools is targeted specifically at the education of at-risk students.

Developments in 1997:

Representative Deborah H. Capano (R-12) introduced a bill in June 1997 to create a private scholarship program. To offset the costs of private school tuition, the program would provide annual scholarships to the parents or guardians of any student attending an accredited non-public school whose public school district chose to participate in the program by a vote of the school board or by referendum. Scholarship amounts would vary based on family income, with a maximum value of \$2,700. The bill never got out of the Education Committee, however.

Position of the Governor:

Governor Thomas G. Carper, a Democrat, supports both public school choice and charter schools. During the 1995 legislative session, he signed into law charter schools and public school choice. Governor Carper, however, opposes any form of voucher plan involving private or religiously affiliated schools.

State Contacts:**Delaware Education Network**

Phone: (800) 273-9500

Web site: <http://www.dpi.state.de.us/dpi/index.html>

Delaware Public Policy Institute

Pete Du Pont, Chairman

Suzanne Moore, Executive Director

P.O. Box 1052

1201 North Orange Street, Suite 501

Wilmington, DE 19899-1052

Phone: (302) 655-7908

Fax: (302) 654-0691

E-mail: dsc@inet.net

Endnotes

¹ American Legislative Exchange Council, *Report Card on American Education 1996* (Washington, D.C.: American Legislative Exchange Council, October 1997), unless otherwise noted.

² (From a state report of educational statistics, 1996-97)

³ \$6,989 in 1996, from a state report of educational statistics, 1996-97

⁴ Angela Dale and Dave DeSchryver, eds., *The Charter School Workbook: Your Roadmap to the Charter School Movement* (Washington, D.C.: Center for Education Reform, 1997), p. 11.



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Education Reform**

1001 Connecticut Ave. NW

Suite 204

Washington, DC 20036

Tel. 202-822-9000

800-521-2118

Fax. 202-822-5077

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BRINGING ABOUT CHARTER SCHOOLS: THREE SUCCESS STORIES

Jeanette Mitchell, *Helen Bader Foundation*, Moderator
Bill Manning, *Red Clay Consolidated School District*
Laura Freidman, *Missouri Charter Schools Information Center*
Sally Perz, *Ohio State Representative*



The conflicts and successes involved in charter school development and legislation was the focus for these three pioneers whose experiences across three states are cause for optimism and are invaluable for their lessons.

As a "renegade school board member" and board president, Bill Manning has made education reform a priority in his Wilmington, Delaware school district. His leadership has brought about two major contributions: the development of rigorous district-wide standards, and the establishment of "The Charter School" in Wilmington, Delaware.

Manning believes an important key of education reform is to form relationships with people of power. Because of a "deal" he created with his district and the governor of Delaware, he quickly worked through the red tape and antagonism many school reformers grapple with interminably. And yet Manning takes little credit for the feat, owing it mainly to the sad fact that the "the schools were crummy."

Manning acknowledged that most education reformers do not find support so easily; however, he does not believe the "unions should be wrestled in warfare." Ultimately, Manning believes a tone of cooperation is more effective than one of intimidation. Likewise, Manning believes the most effective school reform stems from "electing people to school boards who have the commitment to deal with [school reform]." In the case of his constituents, they obviously knew the formula. The district is not only recognized for high standards, but The Charter School, Delaware's first, is a

recognized for high standards, but The Charter School, Delaware's first, is a success. The school has a waiting list of more than 100 students, the highest scores in the state on the Delaware Writing Assessment, the highest school attendance in the state, the highest SAT scores of any school in the state, and 100 percent of the senior class matriculating to college.



After a twenty-year political career, Laura Friedman, a businesswoman and Democratic committeewoman, now carries a strong legislative voice for education reform in Missouri.

Friedman became interested in education reform after learning some dismal statistics. Her St. Louis district was in the bottom five to ten percentile of statewide testing and had a staggering 75 percent dropout rate, while at the same time, the district received \$11,000 per child, one of "the highest per pupil expenditures in the entire nation."

This blatant irony compelled Friedman to pass a charter school bill. If you're so inclined, we'd highly recommend her four steps:

Reformers should first "understand the legislative process," and then work to create allies in the legislature to foster a better understanding of the issues and to dispel the myths.

Second, Friedman suggests that reformers "build as many coalitions as possible, not only in the legislature, but also with lobbyists in the capitol." Friedman does believe "all alliances are important," but she "never lost sight of the fact that legislators have votes and nobody else does."

Third, because much of the information the media receives from the school board association is often "erroneous and inflammatory," Friedman believes it is extremely important for reformers to give the media information that is as accurate as possible.

And fourth, reformers should seek control during the bill-writing process. Friedman always knew what was in the bill at every stage, and thus could correct any problems or make changes at a moment's notice. It's also critical to "make use of the experts, like CER and other organizations."

The bill just passed in May 1998, so watch for additional tales of success from Missouri's first charter schools and stay tuned; this story is to be continued.



Coming from the other side of the legislative process, Ohio State Legislator Sally Perz spoke of the challenges and in fact, the bureaucratic fumbling that plagued her eventually successful efforts to pass charter school legislation in her state.

Ms. Perz, who came into politics from a private business background, found the education debate in politics obscure for many reasons, but especially because "no one talked about the kids." She was "disturbed about [education] statistics, disturbed about a lack of solutions to change anything," and disturbed that the schools wanted more money "when the money that was spent last time didn't make any difference."

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To tackle this, Perz sought a more fundamental reform solution in charter schools. She put together a working group of six people, researched laws, conducted interviews, visited charter schools, and went to conferences.

When after six months the bill they thought was a "a stellar piece of legislation" reached the House, "anyone who had been asleep woke up."

To satisfy the sudden surge of concern, Perz rewrote the bill nine times, to no avail. Undaunted, Perz requested help from the governor of Ohio, and after more rewrites and some "deals" with the unions, the charter school legislation finally found a home in the governor's budget bill. Additional struggles ensued when the senate president rejected the charter school pilot project, but after landing a spot in conference committee, the charter school legislation finally passed.

Since this struggle, five charter schools have opened in her county, and sixteen others are opening in the state. CER offers much acclaim and admiration to Sally Perz, for her resilience, dedication and pioneering spirit.



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The Center for
Education Reform
1001 Connecticut Ave. NW
Suite 204
Washington, DC 20036

Tel. 202-822-9000
800-521-2118
Fax. 202-822-5077

On October 14, 1998 The Center for Education Reform released the first of a series of reports that document the maturation of charter schools. But before the press could cool more achievement data splashed across state newspapers. We expect that this will continue to occur, so we are taking measures to keep our readers up to date with this addendum that will act as a spring board for information heading into updated versions of "New Evidence of Achievement."

Arizona

...November 1998

The **Tempe Preparatory Academy's** Stanford 9 test scores were among the best of any in the area. The average score nationwide is 50 (out of 99) in language, math, and reading. Tempe Prep scores ranged from 77 to 90 for the 7th through 10th graders in 1997-1998. In 1997 scores ranged from 59 to 83. But the school keeps it all in focus. "At the end of the day, what really matters is what we do in our curriculum," the school's headmaster told *The Tribune*. "One secondary fruit of that are good test scores."

Delaware

...October 1998

The **Charter School of Wilmington** achieved the highest average SAT score this year among all Delaware public secondary schools. The charter school averaged a 1,107. The state average was 964 compared to a national average of 1,011.

New Jersey

...October 1998

Reading scores for third and eight grade students completing their first year at Trenton's two new charter schools were markedly higher than their counterparts in the city's traditional public schools.

The **Trenton Community Charter School** third grade students scored higher in reading, language and math. According to Spring 1998 Metropolitan Achievement Test results, the charter schools third grade students scoring at/above the 50 percentile were 65.9% in reading, 72.7% in math and 47.7% in language. Comparatively, Trenton public school peer percentages were 36.9% in reading, 52.9% in math, and 46.2% language.

Eighth grade students at the **Samuel D. Proctor Academy Charter School** scored higher in math and lower in writing than their peers in traditional

scored higher in math and lower in writing than their peers in traditional Trenton public schools. The charter passed 65% in reading, 44% in math, 20% in writing and 20% in all three exams. The Trenton Public Schools passed 52% in reading, 43% in math, 28% in writing, and 20% in all three.

While the schools are pleased with the progress Thomas Howard Jr., director of the Trenton Community Charter School put it in perspective, "We serve the same community and our goals are the same – to educate students. I'm not interested to see if we do better or worse," he told the *Trentonian*. "I'm interested in educating children. That's my mission, that's my goal."

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Choice of Schools: State Actions

Parental choice of schools is one of today's most discussed public education issues. "Choice" as a descriptor takes on several meanings. Narrow use of the word (e.g., assuming that choice equals only vouchers or open enrollment) often confuses the debate. In this document, the Education Commission of the States (ECS) uses "choice" as a broad descriptor covering many different ideas. What follows is a summary of the following aspects of school choice:

Charter schools:

Charter schools are independent public schools, formed by teachers, parents and/or community members. Such schools are freed from most state and local laws and/or policies in exchange for a written contract (or charter) which specifies certain results that must be met.

Choice (Open enrollment):

"Interdistrict" open enrollment programs allow choice of public schools across and within district boundaries.

"Intradistrict" open enrollment programs allow choice of public schools within district boundaries.

"Mandatory" open enrollment programs require districts within a state to participate in the program, given that space is available in the district.

"Voluntary" open enrollment programs allow districts to choose whether to participate, given that space is available in the district.

Tax credits:

A tax credit provides direct reductions to an individual's tax liability. For example, Jack owes \$1,000 in income taxes. He is eligible, however, for a given state's \$500 tax credit. He subtracts the \$500 tax credit from the \$1,000 tax liability, and now owes \$500 in income taxes.

Tax deductions:

A tax deduction is a reduction in taxable income made prior to the calculation of tax liability. For instance, Jill has a taxable income of \$100,000. She, however, is eligible for a given state's \$1,500 tax deduction. She subtracts the \$1,500 from her income of \$100,000, and now has \$98,500 in taxable income.

Postsecondary enrollment:

Postsecondary enrollment programs allow secondary school students to enroll in postsecondary courses and apply course credit at the secondary school, a postsecondary institution or both.

"Comprehensive" postsecondary enrollment programs allow students to enroll in postsecondary courses at minimal or no cost, permit course credit to be applied at both the high school and postsecondary institutions and contain few restrictions on eligible courses for student enrollment.

"Limited" postsecondary enrollment programs require students to pay tuition costs of postsecondary classes, restrict where course credit may be applied and contain stringent criteria on eligible courses for student enrollment.

Private vouchers:

A private voucher is a payment a private organization makes to a parent, or an institution on a parent's behalf, to be used for a child's education expenses.

Public vouchers:

A public voucher is a payment the government makes to a parent, or an institution on a parent's behalf, to be used for a child's education expenses.

State	Charter School Law ¹	Number of Charter Schools ²	Open Enrollment Law ³	Public Voucher Law ⁴	Privately-Funded Voucher Program ⁵	Income Tax Credit/Income Tax Deduction ⁶	Postsecondary Enrollment Options ⁷

Alabama	-	-	X (Intradistrict/Voluntary) ⁸	-	X	-	-
Alaska	X	18	-	-	-	-	-
Arizona ⁹	X	271	X (Interdistrict/Mandatory)	-	X	\$500 and \$200 (income tax credits) ¹⁰	X (Limited)
Arkansas	X	0	X (Interdistrict/Mandatory)	-	X	-	X (Limited)
California	X	156	X (Interdistrict/Voluntary and Intradistrict/Mandatory)	-	X	-	-
Colorado	X	61	X (Interdistrict/Mandatory)	-	X	-	X (Comprehen
Connecticut	X	17	X (Interdistrict/Mandatory)	-	X	-	-
Delaware 9/96	X	10	X (Interdistrict/Mandatory)	-	-	-	-
District of Columbia	X	22	-	-	X	-	-
Florida	X	82	-	X ¹¹	X	-	X (Comprehen
Georgia	X	28	-	-	X	-	X (Comprehen
Hawaii	X	2	-	-	-	-	-
Idaho	X	1	X (Interdistrict/Mandatory)	-	-	-	-
Illinois	X	20	-	-	X	X ¹²	-
Indiana	-	-	X (Interdistrict/Voluntary) ¹³	-	X	-	X (Limited)
Iowa	-	-	X (Interdistrict/Mandatory)	-	-	\$250 (income tax credit)	X ¹⁴
Kansas	X	15	-	-	X	-	X (Limited)
Kentucky	-	-	-	-	-	-	-
Louisiana	X	10	X (Interdistrict/Voluntary)	-	X	-	X (Limited)
Maine	-	-	X (Interdistrict/Voluntary)	X ¹⁵	-	-	X (Comprehen
Maryland	-	-	-	-	X	-	-
Massachusetts	X	37	X (Interdistrict/Voluntary and Intradistrict/Mandatory) ¹⁶	-	X	-	X (Comprehen
Michigan	X	152	X (Intradistrict/Voluntary)	-	X	-	-
Minnesota	X	37	X (Interdistrict/Mandatory)	-	X	\$1,000 - \$2,000 (income tax	X (Comprehen

						credits) ¹⁷ \$1,625 - \$2,500 (income tax deductions) ¹⁸	
Mississippi	X	1	-	-	X	-	-
Missouri	X	0	X (Interdistrict/Voluntary)	-	X	-	-
Montana	-	-	-	-	-	-	-
Nebraska	-	-	X (Interdistrict/Mandatory)	-	X	-	-
Nevada	X	1	-	-	-	-	X (Limited)
New Hampshire	X	1	X (Interdistrict/Voluntary)	-	-	-	-
New Jersey	X	39	X (Interdistrict/Voluntary)	-	X	-	X (Comprehen
New Mexico	X	5	-	-	-	-	-
New York	X	0	X (Interdistrict/Voluntary) ¹⁹	-	X	-	-
North Carolina	X	64	-	-	X	-	-
North Dakota	-	-	X (Interdistrict/Mandatory)	-	-	-	X (Limited)
Ohio	X	15	X (Interdistrict/Voluntary)	X ²⁰	X	-	X (Comprehen
Oklahoma	X	-	-	-	X	-	X (Limited)
Oregon	X	-	X (Interdistrict/Mandatory)	-	X	-	X (Comprehen
Pennsylvania	X	35	-	-	X	-	-
Puerto Rico	X	NA ²¹	X (Interdistrict/Mandatory)	-	X	\$250 and \$500 (income tax credits) ²²	-
Rhode Island	X	2	-	-	-	-	-
South Carolina	X	5	-	-	-	-	-
South Dakota	-	-	X (Interdistrict/Mandatory)	-	-	-	-
Tennessee	-	-	X (Interdistrict/Mandatory)	-	X	-	-
Texas	X	146	X (Interdistrict/Voluntary)	-	X	-	-
Utah	X	2	X (Interdistrict/Mandatory)	-	-	-	X (Comprehen
Vermont	-	-	-	X ²³	-	-	-
Virginia	X	0	-	-	-	-	-
Washington	-	-	X (Interdistrict/Mandatory)	-	X	-	X (Comprehen

West Virginia	-	-	-	-	-	-	-
Wisconsin	X	28	X (Interdistrict/Mandatory)	X ²⁴	X	-	X (Comprehen
Wyoming	X	0	-	-	-	-	-

NOTES

1 States with charter school laws as of June 1999.

2 Number of charter schools in operation or approved to open in each state as of September 15, 1998. The total number is 1,286. [Source: The Center For Education Reform]

3 States with open enrollment laws as of October 1998.

4 States with public voucher laws as of June 1999.

5 States with privately-funded voucher programs in operation as of October 1998. Many of these privately-funded voucher programs are administered by either the Children's Educational Opportunity (CEO) Foundation or the Children's Scholarship Fund [Source: The Heritage Foundation].

6 States that provide for income tax credits and/or income tax deductions for various education-related expenses as of June 1999.

7 States that allow secondary school students to enroll in postsecondary courses and apply course credit at the secondary school, a postsecondary institution or both as of October 1998.

8 An Alabama law passed in 1991, but not implemented, would allow students to choose a public school within their school district under certain conditions. Participation by a school district would be voluntary. Individual schools within participating districts would have to accept transfers unless there were extenuating circumstances, such as space limitations or court-ordered racial balance requirements. The state legislature has not voted to fund this program [Source: The Heritage Foundation].

9 Arizona law permits special education students and students designated as "unable to profit from public schools" to use state funding to attend private schools.

10 Arizona law allows residents to claim an income tax credit of \$500 for their donations to charitable organizations providing scholarships to children to attend private or religious school. The law also allows residents to claim an income tax credit for up to \$200 of activity fees at Arizona public schools. Arizona's tax credit law was challenged in court. In January 1999, the Arizona Supreme Court ruled that the law does not violate state and federal constitutional prohibitions against government aid to religion. In October 1999, the U.S. Supreme Court declined to review the case, thus allowing the Arizona Supreme Court's ruling to stand.

11 During their 1999 session, Florida lawmakers passed the first statewide voucher program in the nation. Under the enacted legislation, each public school will receive a grade, from A to F. Top-performing and improving schools will receive additional state funding. In F-graded schools, students will be able to move to a higher-scoring public school or attend a private or parochial school with an opportunity scholarship worth at least \$4,000. At first, the opportunity scholarships are limited to students in two schools. However, it is projected that these scholarships may be extended to students in up to 170 public schools over the next two years. The private and parochial schools that accept these students will not be able to collect additional tuition, and will be barred from requiring them to participate in religious instruction, prayer or worship. The program is being challenged in court.

12 In their 1999 session, Illinois lawmakers enacted legislation granting tax credits to parents of children in public, private or parochial schools. Under the law, parents may reduce their state income tax bill by 25 percent of whatever they spend for their children's tuition, books and lab fees. In order to be eligible for the tax credit, parents must spend at least \$250, and the tax credit may not exceed \$500 per family. The program is being challenged in court.

13 Indiana law allows a parent (or student after the age of 18) to request a transfer to another school district if the student may be better accommodated in the transferee school district. Both the sending and the receiving district must agree to the transfer.

14 Iowa law allows secondary school students to enroll in postsecondary classes at minimal or no cost, but the course credit may only be applied at the high school.

15 If no public school exists to serve secondary school students, Maine allows districts to send students to private schools and pay their tuition, but excludes parochial schools from the program. In Maine, a U.S. District Court judge, the Supreme Judicial Court of Maine and the U.S. Court of Appeals for the 1st Circuit, in two different cases, ruled that the state's exclusion of parochial schools from the program is

constitutional. The U.S. District Court judge issued his ruling in August 1998. The Maine Supreme Judicial Court issued its ruling in April 1999, and the U.S. Court of Appeals for the 1st Circuit upheld this ruling in May 1999. In October 1999, the U.S. Supreme Court declined to review these cases, thus allowing the lower court's rulings to stand.

16 In addition to its voluntary interdistrict open enrollment program, Massachusetts also requires certain districts (e.g., Boston, Cambridge) to establish an intradistrict open enrollment program.

17 Minnesota law permits a refundable tax credit of up to \$1,000 per student or \$2,000 per family for families with incomes under \$33,500. Eligible education expenses include textbooks, transportation, up to \$200 of the cost of computer hardware and education software, summer camps and summer school. It does cover the cost of tuition.

18 Minnesota law permits families to take a tax deduction for school expenses, even if their children attend a private or parochial school. The tax deduction ranges from \$1,625 per child in kindergarten through 6th grades to \$2,500 per child in 7th through 12th grades. Deductible expenses include tuition, textbooks, transportation, academic summer camps, summer school and up to \$200 of the cost of a personal computer and education software.

19 New York law permits a voluntary interdistrict urban-suburban transfer program to reduce racial isolation.

20 In 1995, Ohio policymakers created a pilot scholarship/voucher program in Cleveland. As of the 1998-1999 school year, 3,678 students in grades K-5 were using vouchers of up to \$2,500 for tuition at a private, public or religious school of their choice, although up to 4,000 are allowed to participate. Ohio's program was challenged in court. In May 1999, the Ohio Supreme Court ruled that the Cleveland program was unconstitutional, but only on a technical issue. According to the court, the program was improperly enacted by the legislature, when it approved the original voucher legislation as part of a 1,000-page general appropriations bill in 1995. According to the court, this action violated a provision in the state constitution that requires each bill to address only one subject. The court, however, also stated that the program did not breach the separation of church and state in either Ohio or federal law. As a result, Ohio policymakers passed legislation in June 1999 that reinstates the voucher program, and expands it to grade 6 in September 1999 and to grade 7 in September 2000. In this instance, the program was enacted as part of the state's education budget, as opposed to the state's general appropriations bill. The new legislation is being challenged in court.

21 The number of charter schools in Puerto Rico was not available.

22 In 1995, Puerto Rico policymakers established the "Educational Foundation for the Free Selection of Schools, Inc.," a nonprofit corporation which provides financial aid for elementary and high school students in public or private schools. The program includes the following provisions: the annual income of a student's family cannot exceed \$18,000; the amount of education financial aid shall not exceed \$1,500 per student; the funds necessary to provide the aid come from donations by individuals or private institutions; individual and institutional donors are eligible for a tax credit for their donations to the Educational Foundation; the amount of the credit cannot exceed \$250 for individual taxpayers or \$500 for corporations and partnerships; the amount of donations in excess of the credit can be used as a tax deduction; and participating schools must be licensed by the General Council of Education and have an admission policy free of discrimination.

23 Vermont students who reside in towns without public schools may attend public or approved independent private secondary schools selected by their parents and located either within or outside of Vermont. Their hometown school board must pay the full tuition charged by a public school, but private schools receive only an amount equal to the average tuition charged by the state's high school districts. If a selected private school charges more than this amount for tuition, the school district may pay the greater amount, but it is not required to do so. If the school district chooses to pay the lesser of the two amounts, parents must cover the difference. Parochial schools cannot participate in the program.

24 Wisconsin policymakers approved the Milwaukee Parental Choice Program in 1990, and last amended it in 1995. As of this fall, approximately 6,000 students are attending private and parochial schools through the program. The amount of the voucher is the lesser of two numbers: either a nonpublic school's operating costs (or tuition) or the state's per-pupil schools aid to Milwaukee Public School (MPS). In June 1998, the Wisconsin Supreme Court ruled that the program is constitutional. This decision was appealed to the U.S. Supreme Court. In November 1998, the U.S. Supreme Court declined to review the case, thus allowing the Wisconsin Supreme Court's ruling to stand.

This Clearinghouse Note was compiled by Todd Ziebarth, policy analyst, ECS, with financial

support from the Joyce Foundation.

COMMENTS

SEARCH

Please note that information issued by ECS strives to combine the best of the most recent and most valuable research available. Should you have questions on any aspect of information provided by ECS, please contact our Information Clearinghouse at 303-299-3675.
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Charter School of Wilmington, The

100 N DuPont Road
Wilmington, DE 19807
<http://www.charterschool.org/>



General Information

School Status:	Operating
Year of Opening:	1996
Mission Statement:	To prepare a diverse student population for success in a fast-changing and highly demanding technological world - by setting high expectations for academic achievement, maintaining an environment conducive to learning and character development, and emphasizing the development of analytical and quantitative skills through a concentration on math and science.
Current Number of Students:	under 500
Current Grades Served:	1, 2, 9, 10, 11, 12
Geographic Area Served:	Delaware
Facilities:	Currently sharing a traditional public school facility with two other schools.
Principal or Lead Administrator:	Ronald R Russo
Title:	President

Instructional Program & Students

Instructional Program Overview:	Mathematics, Science & Technology
--	-----------------------------------

School Organization & History

School Type:	New School
Chartering Agency:	District
Name of Partner Organization(s):	Bell Atlantic, Connectiv, DuPont, Hercules, Christiana Care Health System, Zeneca
School Founded by:	A consortium of 6 local companies, together with teachers, parents, and community leaders

For General Inquiries About School

*One city H.S.
Drew in
4 TBS pro
Wilmington
H.S. not
participating*

*M.S. - C.H.S.
C.H.S.
Brown M.S.
2 of 3 TBS
pro*

For General Inquiries About School

Phone	302- 651-2727
Fax	302- 652-1246
E-Mail	charter@magpage.com

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302/575-6400
US
CHARTER SCHOOLS

Positive Outcomes Charter School

522 South State St.
Dover, DE 19901

General Information

School Status:

Operating

Year of Opening:

1996

Mission Statement:

The Mission of Positive Outcomes Charter School is to provide an academically focused education for seventh through twelfth grade students at-risk of academic failure in a traditional classroom setting due to diagnosable psychiatric disabilities...Students with Attention Deficit Disorders, Schizophrenia, Tourette Syndrome, and other disabilities which contribute to their failure to achieve academically in a traditional class will have the opportunity to complete their education in this school.

Current Number of Students:

under 100

Current Grades Served:

7, 8, 9, 10, 11, 12

Geographic Area Served:

Primarily Central Delaware

Facilities:

We are currently in a building rented from our local hospital which was previously an adolescent outpatient day treatment center. The building is old and truly insufficient for any growth of our population, barely serving for the 60 students currently enrolled. It is a one-story building which has only the benefits of central location and reasonable rental for our first years.

Principal or Lead Administrator:

Linda M. Fleetwood

Title:

Director

Instructional Program & Students

Instructional Program Overview:

small class size, one-on-one tutoring, peer tutoring, hands-on activities, computerized programs, and individualized programs

Student Assessment and Grading:

Students participate in the Delaware Student Testing Program and are held accountable for meeting the state content standards.

Grading in individual courses is on a standard scale, where A=90-100, B=80-89, C=70-79, D=60-69, and below 60 is failing.

Overview of Student Students come to Positive Outcomes from the

Demographics: Appoquinimink, Brandywine, Caesar Rodney, Cape Henlopen, Capital, Lake Forest, Milford, and Smyrna school districts in Delaware.

Percentage of Limited English Proficient Students: 0 - 5

Percentage of Special Education Students: 31 - 39

School Organization & History

School Type: New School

Chartering Agency: State Board

Governance Process: The school is operated by a ten-member board of directors, three of whom are parents. The board meets monthly to collect information and make financial decisions. Daily operation of the facility is left to the staff and director. During the 1998 fiscal year shared decision making will be explored, as facilitated by the Office of Conflict Resolution at the University of Delaware.

School Founded by: Corporation formed expressly for the foundation of the school, not by parents.

For General Inquiries About School

General Contact Person: Linda M. Fleetwood

Phone 302-678-4615

Fax 302-678-0702

E-Mail lfleetw@den.k12.de.us

Additional Comments

Would like to hear from other Charter Schools About: Facilities search
Fundraising
Corporate or business sponsorship
Programs for at-risk students grades 7-12

This Profile Managed by: [Pierre Stevens](#), [Linda Fleetwood](#)

This School Profile Last Updated: Fri Jun 11 05:22:06 1999

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Fax 302-421-8276
E-Mail wrobins@den.de.us

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**This Profile
Managed by:** [Will Robinson](#)

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 US
CHARTER SCHOOLS

EAST SIDE CHARTER SCHOOL

2401 THATCHER STREET
WILMINGTON, DE 19802

http://Familyeducation.com/proof/de/east_side_charter

General Information

School Status:	Operating
Year of Opening:	1997
Mission Statement:	Our mission is to educate children to excel academically and socially. With the guidance of talented and caring teachers, our children will have the ability to achieve in a demanding and highly competitive global society.
Current Number of Students:	under 100
Current Grades Served:	Kindergarten, 1, 2, 3
Geographic Area Served:	Wilmington-New Castle County
Facilities:	Eastside is located in the East Lake section of Wilmington. We are housed in a modern converted building that used to be a community center.
Principal or Lead Administrator:	Will Robinson
Title:	Executive Director

Instructional Program & Students

Instructional Program Overview:	We offer structured phonics based reading programs (Reading Mastery), basic math programs (Connecting Math), writing centered language programs (Reasoning and Writing and Spelling Mastery), and Core Knowledge Curriculum. We have instituted a school wide conflict resolution program that includes ways to resolve differences, sharing, stopping disagreements, and judging small and big problems (when to settle a problem themselves and when to call an adult).
Student Assessment and Grading:	Student are assessed on there ability levels. Wew use a narrative approach to grading. Students are expected to achieve state standards by the end of third grade.
Overview of Student Demographics:	

We serve a total of 80 students, the majority whom are males. Our students are about 95% African American from low to moderate-low income single female heads of household. The remainder white or Hispanic students from similar type households. Approximately 30% of the students reside in public housing. We have 16 students in Kindergarten, 32 in first grade, 16 in second grade, and 16 in third.

Percentage of Limited English Proficient Students: 0 - 5

Percentage of Special Education Students: 0 - 5

School Organization & History

School Type: New School

Chartering Agency: State Board

Name of Partner Organization(s): Wilmington Housing Authority

School History & Future Plans: East Side Charter School began operation in September of 1997. We began with 75 K-3 students from what is defined as at risk populations. Our mission is to provide the needed basic knowledge for our children to compete in today and tomorrow's world. We approach the whole child to reach them. We try to bring the whole family into the educational process by requiring parent volunteers at least 4 hours a week. We also offer our facilities to parent meetings and community meetings. We are hoping to expand several grades in the near future.

School Founded by: Wilmington Housing Authority

For General Inquiries About School

General Contact Person: Will Robinson

Phone: 302-421-8270

To: Andy Rotherham
From: JB Buxton
Re: **Public School Choice in Big City Districts**
Date: September 27, 1999

Choice on the public school front can be split into four basic categories: inter-district choice, intra-district choice, magnet schools and charter schools. What follows is a brief review of the landscape by choice option and district or state. Note: I have not included charters in this brief.

This information is taken largely from the Council on Great City Schools and the Heritage Foundation's piece on school choice in the states.

Local Big City Districts with Intra- and/or Inter-District Choice. Allows kids and parents to choose a school within their home district or in another district. Localities include:

- **Boston, MA.** Introduced intra-district choice in 1989. Students in grades 3-8 are allowed to choose a school from among all the city schools as long as their choice does not undermine the state's guidelines for racial integration.
- **Chicago, IL.** A 1988 state law led to the decentralization of the Chicago public schools and authorized citywide public school choice, beginning with the 1991-1992 school year. Its provisions, however, were delayed indefinitely.
- **Columbus, OH.** Open enrollment and school choice were implemented during the 1995-96 school year. Students can now choose from alternative, community choice or open enrollment schools. Transportation is provided for alternative and community choice school students providing they live more than 2 miles from their school.
- **Long Beach, CA.** All students in the Long Beach may request enrollment at any school in the district, contingent upon space limitations. Priority is given to neighborhood students, special education students, limited English proficient students and those students enrolled in programs designed to improve racial balance.
- **Los Angeles, CA.** Students could attend any school in the district, although transportation was not provided to non-neighborhood schools. During first year of policy, 10,000 students transferred to new schools. During 1995-96, an additional 10,000 students transferred. School choice is restricted by space limitations.
- **Memphis, TN.** The School Board approved a local open-enrollment program to allow students in "hardship" cases to transfer to another district school.
- **New York City.** In District 4, parents are allowed to choose the schools their children attend. In place since 1974. Elementary and junior high school students can attend schools outside their districts as long as space is available. This citywide policy applies only to out-of-district transfers; transfer policies within a district varied according to the policy of the receiving district. No provision was made for transportation.
- **Oklahoma City, OK.** An open transfer policy allows students to attend non-neighborhood schools, but transportation is not provided.
- **Omaha, NB.** A Nebraska public school choice law was implemented in the 1991-92 school year. Transfers are restricted, however, to maintain a racial balance of 7:3 (seven non-blacks for every 3 black students).
- **Rochester, NY.** All 8th grade students must select a high school to attend, indicating three choices. The district has 18 magnet schools at the high school, middle school and elementary levels. Placements in all schools are contingent upon available space and racial balance. Transportation is provided for students living beyond one and a half miles from the school they attend.
- **St. Louis, MO.** Twenty-six magnet schools are currently offered under a magnet school program that has been operating for 20 years. Under an interdistrict plan in existence for 13 years, African-American inner-city students may transfer to 16 predominantly white schools in surrounding county districts.
- **St. Paul, MN.** Open enrollment allows students to attend the public school of their choice, inside or outside the district, contingent upon racial balance considerations and space limitations.

- **San Diego, CA.** Open enrollment within the district is available to all students, limited by space considerations. Transportation is not provided for students attending non-neighborhood schools. Students outside the district may also apply to San Diego schools and may be admitted if space is available.
- **Tucson, AZ.** Open enrollment policy extends past district boundaries. However, desegregation order in place causes some students to be refused transfers in order to maintain racial/ethnic balance.

States with Intra-District Choice

- **California.** The intra-district transfer law requires school districts to establish "a policy for choice within the district" in order to receive state general revenue funds to operate public schools. The law allows parents to request transportation for their transfer student in accordance with standard district transportation practices.
- **Ohio.** Under the state's open enrollment law, schools are required to accept students from within their district as long as space is available.
- **Virginia.** In 1993, the General Assembly approved a measure to allow both inter-district and intra-district public school choice.
- **Washington.** Intra-district school choice in Washington State was established for all school districts in September 1991, although details governing transfers vary from district to district.

States with Inter-District Choice

Massachusetts. A 1991 open enrollment law permits students to attend a public school out of district only if the recipient district participates in the program. Transportation assistance is provided for low-income children who cross district lines to attend the schools of their choice. Districts that participate may determine, without state review, the number of seats available for out-of-district students. Schools accepting students can receive tuition from the state equivalent to 75 percent of actual spending per pupil in the district, up to \$5,000. No more than 2 percent (approximately 19,000 children for the 1998–1999 school year) of the total public school student population may participate in inter-district choice.

Washington. Parents wishing to transfer their child to a different district must prove that changing districts would result in a clear improvement in the child's education, financial condition, health, or safety. Transfer requests may be granted if the non-district school is closer to a parent's place of work or child care facilities. Districts are not required to accept non-resident students, and those choosing to do so may charge out-of-district students a transfer fee.

Minnesota. All districts are open to any student in the state as long as space is available. The High School Graduation Incentives Program allows students with academic or disciplinary problems to attend either a public school or one of several private schools operating under contract with the school districts. Because state revenues follow students, families can select schools designed to deal with their children's specific problems.

Ohio. Under the state's open enrollment law, students may transfer between districts, with the state's share of funding following them to their new school. Inter-district open enrollment currently operates in over half of the state's 600 school districts. Ohio also offers post-

California. Has three inter-district student transfer laws. One of the inter-district transfer laws, enacted in 1987, allows children in kindergarten through 8th grade to apply for residency status in the school districts serving the geographic area where the parents work. The other two inter-district transfer laws apply to all grade levels. One of these laws allows school districts to designate themselves "districts of choice" in order to accept inter-district transfer students. This legislation expires in 1999. The district-of-choice law allows parents to request transportation for their transfer student in accordance with standard district transportation practices.

Colorado. The state's open enrollment policies allow parents to choose a public school for their children from within or outside their district subject to space restrictions or in cases where open enrollment would produce noncompliance with desegregation plans.

Iowa. Iowa is in the eighth year of its statewide inter-district open enrollment program. During the 1998–1999 school year, 16,269 students participated in the inter-district enrollment program. Transportation is provided for students attending non-public schools if both their homes and those schools are located on regular public school bus routes; if not, parents can be reimbursed for transportation costs. School districts in Iowa may deny students an inter-district transfer if the transfer interferes with racial desegregation efforts.

Arizona. Inter-district open enrollment exists so that some public school districts can accommodate student requests for transfers to different schools. Arizona law permits special education students and students designated as "unable to profit from public schools" to use state funding to attend private schools.

Tennessee. Law allows students to attend public schools outside their district, but there are bureaucratic restrictions. The transfer can not harm state desegregation efforts.

New Jersey. School districts in New Jersey offer inter-district public school choice. Parents are permitted to choose from among the state's schools; if a school is oversubscribed, students are accepted by lottery.

Virginia. In 1993, the General Assembly approved a measure to allow both inter-district and intra-district public school choice.

Nebraska. Open enrollment law permits parents to choose a school outside their district, subject to space and legal requirements for racial balance. The open enrollment law does not address choice of schools within district boundaries; each district is free to set its own policy. State funds for the transportation of students across district lines are available for all low-income children who qualify for free lunches.

Oregon. A 1991 law permits parents of children who have not made progress at any grade level for at least one year to choose another school, provided the receiving school accepts the student.

Utah. Voluntary open enrollment program allows students in participating school districts to transfer to schools in other participating districts. The law was amended in 1992 to make open enrollment mandatory as of September 1993.

Districts and States with Magnet Programs

Magnets are schools typically organized around a theme or particular curricular philosophy or emphasis. By the mid-1990s, there were 1.2 million students in 230 districts nationwide enrolled in magnet schools.

Some examples of district magnet programs (data circa 1996):

- **Buffalo, NY.** The magnet program includes residential magnets, city-wide magnets, special magnet programs, magnet programs within schools and regional magnets.
- **Dade County, FL.** Over 50 magnet schools allow students at all grade levels to pursue special interests and talents.
- **Dayton, OH.** Sixteen themes run through the district's magnet programs offered at elementary, middle and high schools.
- **Detroit, MI.** The district has eight magnet middle schools in addition to examination schools, which base admission on test scores and report cards.
- **District of Columbia.** Students usually attend neighborhood schools unless they wish to enroll in a magnet school or academy. The district offers about eight magnet school programs including the Ellington School of the Arts and Banneker Academic High School.

- **Jefferson County.** The district offers seven elementary school magnets, four middle school magnets, 18 high school magnets, and additional magnet programs at each grade level.
- **Long Beach, CA.** A number of magnet programs are available at all grade levels. Elementary level magnet programs include an applied technology program for fourth and fifth graders that combines computer applications with reading, writing and history. Similar magnet programs are available to middle and high school students, in addition to math, language and fine arts specialization.
- **Norfolk, VA.** Chesterfield Academy offers a magnet program for elementary students interested in math, science and technology. Students from outside the district may be admitted.
- **St. Louis, MO.** Twenty-six magnet schools are currently offered under a magnet school program that has been operating for 20 years.

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Charter School Legislation: Profile of Ohio's Charter School Law

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Education Reform**

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Ohio Law passed 1997. The 23rd strongest of the nation's 35 charter schools	
General Statistics	
<i>Number of Schools Allowed</i>	Unlimited number of charter schools located in the counties of the Big Eight Districts (Cleveland, Columbus, Cincinnati, Dayton, Akron, Canton and Youngstown, but excluding Toledo)
<i>Number of Charters Operating</i>	15
<i>Additional Schools Approved (As of October 1998)</i>	0
Approval Process	
<i>Eligible Chartering Authorities</i>	Any local school board or joint vocational board in the county in which the big-eight district resides, or state board of education
<i>Eligible Applicants</i>	Any individual or group of individuals
<i>Types of Charter Schools</i>	Converted public schools and new starts (but not private school conversions)
<i>Appeals Process</i>	No, but rejected applicants may apply to other chartering authorities
<i>Formal Evidence of Local Support Required</i>	No
<i>Recipient of Charter</i>	Governing authority of the charter school
<i>Term of Initial Charter</i>	Up to 3 years
Operations	
<i>Automatic Waiver from Most State and District Education Laws, Regulations, and</i>	Yes, except for a few non-education regulations identified in the charter law; also school must be open a minimum of 920 hours per year

<i>Regulations, and Policies</i>	
<i>Legal Autonomy</i>	Yes
<i>Governance</i>	Specified in charter
<i>Charter School Governing Body Subject to Open Meeting Laws</i>	Yes
<i>Charter School May be Managed or Operated by a For-Profit Organization</i>	Charters must organize as non-profit, but may subcontract with for-profit organizations
<i>Transportation for Students</i>	The district must provide transportation to resident students attending a charter school within the district, but is not required to provide transportation to resident students attending a charter school outside the district
<i>Facilities Assistance</i>	Charter school may negotiate with the district to lease a public school facility
<i>Technical Assistance</i>	Provided by State Community School Commission, established by the Department of Education
<i>Reporting Requirements</i>	School must submit program and financial audits to parents and sponsor; financial reports must be kept in same manner as those of district schools
Funding	
<i>Amount</i>	Formula for that county (base formula statewide is \$3,666) plus the cost of doing business plus any special needs money
<i>Path</i>	State Department of Education
<i>Fiscal Autonomy</i>	Yes
<i>Start-up Funds</i>	No
Teachers	
<i>Collective Bargaining / District Work Rules</i>	For start-ups, teachers may work independently or form a bargaining unit; for conversions, subject to district's collective bargaining agreement, unless a majority of the charter's teachers petition to work independently or form their own unit.
<i>Certification</i>	Required, but alternative certification is available in the state. Non-certified personnel may teach up to 12 hours / week
<i>Leave of Absence from District</i>	3 years minimum
<i>Retirement Benefits</i>	Not addressed, except that teachers on leave from the

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	district are eligible to purchase district employee benefits
Students	
<i>Eligible Students</i>	Students eligible to attend school in the Big Eight districts
<i>Preference for Enrollment</i>	Students enrolled in the school the previous year, and siblings of enrolled students
<i>Enrollment Requirements</i>	School may choose to limit enrollment to students in a particular geographic area or to at-risk students; school must enroll at least 25 students
<i>Selection Method (in case of over-enrollment)</i>	Lottery
<i>At-Risk Provisions</i>	School may restrict enrollment to at-risk students
<i>Racial Balance Provisions</i>	Minority and ethnic enrollment must reflect community the school serves, and school must comply with any desegregation order in effect
<i>Mandated Assessments</i>	Statewide proficiency tests

-- Fall, 1998
The Center for Education Reform

Other States' Charter Legislation Profiles:

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About the State-by-State Profiles:

For more information about the profile categories.

Ranking of the Charter Law States

For a complete look at where The Center for Education Reform ranks each state's charter law.

Charter Schools In Operation

For the latest tally on charter schools approved and operating state-by-state.

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The Millennium Community School

1850 Bostwick Rd.
Columbus , OH 43227

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General Information

School Status:	Operating
Year of Opening:	1999
Current Number of Students:	under 500
Current Grades Served:	Kindergarten, 1, 2, 3, 4
Geographic Area Served:	Columbus, OH
Facilities:	We are housed in a modular building with sixteen classrooms and a cafeteria.
Principal or Lead Administrator:	Monica Scott-Matthews
Title:	School Director

Instructional Program & Students

Instructional Program Overview:	Use all programs of Direct Instruction, also Art and Spanish and full Special Education services.
Overview of Student Demographics:	Over 90% non-white, and 50% free or reduced lunch.
Percentage of Limited English Proficient Students:	0 - 5
Percentage of Special Education Students:	11 - 15

School Organization & History

School Type:	New School
Chartering Agency:	State Board
Name of Partner Organization(s):	Achievement Charter Schools, Inc.
Governance Process:	Board of Trustees Contract with State Board of Education
School History & Future Plans:	Began on Sept. 13, 1999. Have had full enrollment from start. Will add fifth and sixth grades in ensuing years.

School Founded by: Bill Lauderman and Jim Cowardin

For General Inquiries About School

General Contact Person: Jim Cowardin
Phone 614-255-5585
Fax 614-255-5580
E-Mail jcowardi@columbus.rr.com

Additional Comments

This Profile Managed by: [Jim Cowardin](#)

This School Profile Last Updated: Sun Nov 21 16:22:24 1999

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Oak Tree Montessori

300 Lytle
Cincinnati, OH 45202

General Information

School Status:	Operating
Year of Opening:	1998
Current Number of Students:	under 100
Current Grades Served:	Kindergarten, Pre K, 1, 2, 3
Geographic Area Served:	CINCINNATI
Facilities:	We are a preschool through third grade Montessori school located in downtown Cincinnati. We have a strong emphasis on parental involvement and feature small class sizes and individualized attention.
Principal or Lead Administrator:	Pauline Childs
Title:	Director

Instructional Program & Students

Overview of Student Demographics:	A mix of students. About 75% are african american and about 60% are eligible for DPIA
Percentage of Limited English Proficient Students:	0 - 5
Percentage of Special Education Students:	6 - 10

School Organization & History

School Type:	New School
Chartering Agency:	State Board

For General Inquiries About School

General Contact Person:	Pauline Childs
Phone	513 241 0448

Fax 513 241 0350
E-Mail otms_pc@swoca.ohio.gov

Additional Comments

Would like to hear from other Charter Schools About: buying vs. leasing space
improving teacher performance

This Profile Managed by: [Pauline Childs](#)

This School Profile Last Updated: Tue Dec 28 09:02:12 1999

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— Satva Bonds of BLC 8 can change in price in state

— 5 per cent bond for not sure

— Portfolios of satvols

— // state operated ones

— mixed results