

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #83 (2005-2006)

November 14, 2005

TO: SCHOOL BOARD
FROM OFFICE OF THE SUPERINTENDENT
SUBJECT: CLASS SIZE REPORT 2005-2006

PERTINENT FACTS:

This report for the 2005-2006 school year is divided into the following categories: Elementary Education, Middle School Education, High School Education, Special Education, Bilingual Education, and Charter Schools. In addition, the Administration has compiled information on class sizes in the alternative programs and the student-to-counselor ratio at the eight major high schools.

Each major department in the Instructional Division has provided detailed information on class sizes and, at the high school level, the counselor-to-student ratio.

ELEMENTARY EDUCATION

Class size information for the elementary schools is summarized in Attachment A. This information is based on the enrollment data of September 30, 2005. Overall, class sizes in the various categories remained as they were last year. All percentages remained the same with the exception of the 31-32 class size category. The number of classes in this category as of October 24, 2005 has decreased due to additional allocations of staff that have occurred since these data were submitted on September 30.

A comparison chart of the last eight years for classes of 30 and higher is displayed in Attachment B. It is important to note that additional staff was hired at the end of September, and those increases in FTE are not reflected in this report. As a result there are 10 classes over 30 at this time, and teacher assistant time has been allocated to assist with these classes.

Attachment C compares kindergarten through third grade class sizes as well as fourth through eighth grade for the past three years, 2003-2004, 2004-2005 and

2005-2006. This chart illustrates the continued impact of reducing class sizes with class size reduction funding. For the 2005-2006 school year, these 44 positions have been allocated to both kindergarten and first grades. In kindergarten through grade three, class sizes remained stable in the under 18 and 18-20 categories, increased in the 21-23 category and decreased in the 24-26 and 27-30 categories. Again, a number of the larger kindergarten and first grade class sizes have been decreased since September 30 due to larger than expected growth in these grade levels. In the fourth through eighth grade range, percentages remained relatively stable with a 3 percent decrease in the number of classes in the 27-30 range and a 3 percent increase in the 31-32 range. As with kindergarten and first grade, additional FTE have been allocated since September 30 in a number of schools with higher numbers.

The staffing divisors grew by .5 at the various levels: 21 in kindergarten, 21.5 in first grade, 24.5 in second and third grades and 27.5 in fourth, fifth and sixth grades. In kindergarten and first grades with class size reduction positions, the target ratio is 18:1.

Attachment D is a summary of the information presented in Attachment C. Attachment E contains part-time student data and Attachment F compares the number of full and half-day kindergarten classes as well as the concurrent class sizes for the 2003-2004, 2004-2005 and 2005-2006 school years.

Attachments F and G illustrate the positive effect of allocating a number of the class size reduction positions to kindergarten over the past four years and in the first grade over the past seven years.

Overall in grades K-6, class sizes in the elementary grades are very close to optimal in light of the staffing ratio. The 44 class size reduction positions have provided much lower class sizes in many kindergarten and first grade classrooms across our elementary schools.

MIDDLE SCHOOL EDUCATION

Attached is a comparison of the class size frequency for the four last years. This year there were decreases in three categories:

- (1) 21-25 students from 18.9% to 17.6%
- (2) 26-30 students from 35.9% to 32.8%
- (3) 31-35 students from 25.9% to 18.9%

There was a corresponding increase in the category of 1-20 students from 11.8 percent to 23 percent, which was due to the increase in remedial course offerings. The 36 + student category remained the same as last year.

Page four shows the compiled information for all of the middle schools for the last four years. Of the 114 classes with 36 or more students as of September 30, 2005, 72 are physical education classes and 19 are music or art. The comparison of the average class size by academic area for the last five years is shown on page five. The average class size decreased in all areas except PE, which slightly increased from 42.14 to 42.74. Class size adjustments have occurred since the September Class Size Analysis report was created and are shown on the Class Size Frequency Chart.

Due to scheduling considerations and conflicts with single period offerings, some classes are scheduled with 36 students. Where this has occurred in core classes, the total teacher load for all students is monitored to be below the recommended standards.

- Hanshew Middle School has three math, two science and two social studies classes over 36 students. The two language arts classes that appeared over 36 students on the Class Size Report in September have been adjusted and are now below 36 students.
- Mears Middle School has two social science classes over 36 students; the result of scheduling constraints for students in the Japanese Immersion Program.
- Wendler Middle School had three classes with over 36 students at the time the report was generated. All three classes have been adjusted and are now below 36 students.

POLARIS

Attachment I shows the average size of Polaris secondary classes by distribution and by teaching area. The classroom breakdown for grades K-8 is shown on attachment J. The majority of the secondary classes fall in the 1-20 student range

PART-TIME STUDENTS:

There are currently five part-time students taking classes at middle schools. Four students are attending one class and one is attending three classes. There are no part-time students enrolled at Polaris K-12 this school year.

SCHOOL NAME	TOTAL STUDENTS	.25%	.50%	.75%	Other
Central	0	0	0	0	0
Clark	0	0	0	0	0
Goldenview	1	1	0	0	0
Gruening	0	0	0	0	0
Hanshew	1	1	0	0	0
Mears	0	0	0	0	0
Mirror Lake	2	1	0	1	0
Romig	1	1	0	0	0
Wendler	0		0	0	0
Polaris	0	0	0	0	0
TOTALS	5	4	0	1	0

MIDDLE LEVEL CLASS SIZE FREQUENCY

PART I - 2002-2003 Class Size Frequency

<u>Class Size</u>	1-20	21-25	26-30	31-35	36+
<u>Number of Classes</u>	126	221	656	378	137
<u>Percentage of All Classes</u>	8.3%	14.5%	43.2%	25%	9%

PART II - 2003-2004 Class Size Frequency

<u>Class Size</u>	1-20	21-25	26-30	31-35	36+
<u>Number of Classes</u>	129	278	649	344	122
<u>Percentage of All Classes</u>	8.5%	18.3%	42.6%	22.6%	8%

PART III - 2004-2005 Class Size Frequency

<u>Class Size</u>	1-20	21-25	26-30	31-35	36+
<u>Number of All Classes</u>	179	287	546	393	114
<u>Percentage of All Classes</u>	11.8%	18.9%	35.9%	25.9%	7.5%

PART IV - 2005-2006 Class Size Frequency

<u>Class Size</u>	1-20	21-25	26-30	31-35	36+
<u>Number of All Classes</u>	343	262	489	281 ¹	114 ³
<u>Percentage of All Classes</u>	23%	17.6%	32.8%	18.9% ²	7.6% ⁴

1. The number of classes at 31-35 as of October 20 was 288.
2. The percentage of classes at 31-135 as of October 20 was 19.3%
3. The number of classes at 36+ as of October 20 was 107.
4. The percentage of classes at 36+ as of October 20 was 7.2%.

AVERAGE CLASS SIZE BY ACADEMIC AREA

PART V – Class size by area for a five-year period

SUBJECT	AVERAGE	AVERAGE	AVERAGE	AVERAGE	AVERAGE
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
LANGUAGE ARTS	26.06	26.81	26.17	24.57	20.79
MATH	27.02	27.53	26.95	25.97	23.62
SCIENCE	28.54	28.87	28.57	28.23	27.56
SOCIAL STUDIES	27.78	27.53	27.25	27.07	25.80
WORLD LANGUAGES	25.05	26.16	28.68	28.06	25.72
MUSIC/ART	32.64	32.92	31.49	31.83	29.66
PE	48.89	42.13	41.74	42.14	42.74
CAREER TECH.	26.54	26.30	25.47	27.95	24.59

HIGH SCHOOL EDUCATION

In general, utilization of allocated teachers and the development of the master class schedules are local school decisions. Some items, such as holding ninth and tenth grade core classes to a smaller size and providing immediate remediation for struggling students are directives, which all schools are expected to follow. Additionally, schools are instructed to minimize the number of classes under 20 students and those over 35 students

On September 30, 2005, the high schools reported 531 classes under 20, an increase of 73 from last school year; and 138 classes over 36 students, an increase of 22 sections as compared to the 2004 total. The majority of the sections below 20 students are in math and language arts classes, a direct result of the

prescriptive remediation efforts. Classes of 36 or more are generally physical education (75 percent), with a lesser number in music (17 percent).

Attachment K contains Districtwide high school average class size for the last four years as reported by content area. Attachment L contains individual school class size frequencies and individual school average class sizes by content area. School-to-school variations are due to student interest and school-based scheduling decisions.

Alternative Schools

Class sizes are all under 30 at AVAIL, Benny Benson, Continuation, Crossroads, King Career Center, MYC and SAVE. All classes are below 30, except four sections above 30 and one class above 36 at Steller Secondary School. These schools are shown on Attachments M-T. Polaris K-12 class sizes are provided in the middle school section.

High School Counselors

Every high school student has been assigned a certificated counselor according to his or her alpha group or according to their academic house. Indian Education community counselors (non-certificated) continue to support qualified students and families as they interact with alpha counselors. Certificated bilingual counselors are assigned to four of the high schools, based upon their specific populations. The *Partners for Success* program, funded by the Cook Inlet Tribal Council, provides a counselor and a family advocate services at Dimond, West, East and Bartlett High schools.

Average and Range of Counselor Loads by School

School	Average Number of Couselees	Range*	Number of Counselors
Bartlett	253	189-301	7.0**
Chugiak	298	270-341	5.0*
Dimond	245	220-385	8.0**
East	321	272-344	7.0**
Eagle River	360	340-380	2.0
Service	278	225-311	6.2
South	362	221-323	6.5
West	272	232-353	7.0**

*Department heads and bilingual counselors are often assigned fewer counselees.

**Includes certificated bilingual and “Partners for Success” counselors.

High School Part-time Students

Eight part-time students are currently enrolled in the high schools while also attending a private or correspondence school, UAA, or being home-schooled. Part-time students requested placement in fine arts, some upper level math and science classes, the vocational programs at KCC, and JROTC. No part-time student was refused placement and all received full consideration in selection of classes.

SPECIAL EDUCATION

Again this year, the activation of special education students in the District’s student management system (SMS) was accomplished by a direct link to the Individual Education Plan (IEP) database. Coordinated efforts of special education staff and student records staff have resulted in a count that most accurately represents the number of students served.

The District provides special education services in neighborhood schools for the majority of students. Services are provided at regional sites for students with intensive levels of need.

Early Childhood Special Education (Preschool)

The preschool special education program includes a number of functions. These include identification and screening of children ages three to five; specified transition activities for young children with disabilities ages birth to three and a full continuum of special education supports and related services as specified in the Individual Educational Plans. Preschool students eligible for special education services enter the preschool program on their third birthday. The preschool special education program provides a full range of educational placements for students:

Itinerant special education services are provided through six CARE teams (Community-based Assistance and Resources in Early Intervention). CARE teams currently provide services for approximately 85 preschool students in a variety of settings: home, Headstart sites, public preschool programs such as Title I and Migrant Education and private daycare and preschool sites.

Two-Day Communication classes provide intensive language intervention services for preschool students. These classes are currently available in three

locations across the district and are provided in a.m. or p.m. sessions. Enrollment has increased from an initial enrollment of 8 students to the current enrollment of 52 students. Enrollment is anticipated to continue to grow significantly.

Four-Day Self-contained classes provide a full array of special education and related services for students with significant needs. These classes are currently located in 10 elementary schools with a total of 42 sessions. Enrollment continues to increase significantly, having doubled in the last two years; this trend is anticipated to continue due to the high numbers of students with significant disabilities being transitioned from infant services and the increasing number of out-of-district IEPs received each year.

Five-Day Autism classes provide intensive services for those students with autism who require a structured environment, specialized instruction and an extended school day. These classes are currently located in five elementary schools. Identification of students with autism continues to grow; this trend is anticipated to continue due to the high rate of identification of autism (approximately 8-9 percent of ASD preschool students) and the increasing number of students moving to Anchorage from other Alaska districts or through military moves.

Behavioral Support preschool class is new for school year 2005-06. This class is located at Mt. Iiamna School and provides intensive behavioral intervention supports and services for students experiencing significant social and behavioral disabilities. Enrollment is anticipated to increase significantly as identification of young students with significant behavioral needs continues to grow.

Overall, the preschool special education program has experienced significant growth in enrollment. This fall, initial preschool enrollment was approximately double what had been normal fall enrollment two years ago. As of October 2005, over 400 preschool students were receiving special education services with another 75-100 receiving speech services. This enrollment is projected to grow by approximately 250 students this school year.

Elementary Special Education

The Elementary Special Education program provides special education supports and services for students grades kindergarten through sixth (or eighth) grade. The Elementary Special Education provides a full continuum of educational placements designed to provide a free, appropriate public education in the student's least restrictive environment. These educational placements include the following:

Resource programs are available at all elementary schools and provide services for students within regular classroom settings and in pull out settings. The number of students requiring significant support (greater than 50 percent of

school time supported by special education) continues to increase; of particular concern are students requiring significant or continuous support due to behavioral issues.

Extended Resource programs were started during the 2004-2005 school year at two locations. This school year, the program was expanded to two additional schools. This setting provides a self-contained special education classroom setting for those students who require significant academic, social or behavioral support. At the current time, all four classes are at or near capacity of 9-10 students.

Intensive Needs programs are available at 10 elementary schools. These classrooms provide continuous intensive special education and an array of related services in an integrated service model for students experiencing significant to profound disabilities. Enrollment has increased this school year due to the number of students transitioning from the preschool self-contained classrooms, as well as the increased number of out-of-district students received this year. At the current time, all but one class is at or above capacity of eight students.

Autism programs were started during the 2004-2005 school year at three locations. This school year, the program was expanded to two additional schools. These classrooms provide intensive services and specific specialized strategies, as well as highly structured classroom supports for students with autism. At the current time, the autism classrooms are at or above capacity with the exception of one class. As approximately eight percent of elementary special education students are identified under the category of Autism or experience Autism in conjunction with other disabilities, an increased need for these specialized classrooms is anticipated.

The Elementary Special Education program is impacted considerably by the increasing numbers of students with significant disabilities; those with multiple or intensive needs, autism and emotional disturbance which require increasing resources such as personnel, equipment and instructional materials. The number of students classified as receiving Level 2 (50+ percent) and Level 3 (100 percent) services has continued over the past four years and is anticipated to continue due to the increased number of students transitioning from preschool services, students moving in from other districts or with military relocations. It continues to be a significant challenge to recruit and retain trained, qualified staff, both teachers and teacher assistants to provide appropriate services for our students.

Middle School Special Education

Special education services are provided in all middle schools. Regional classroom sites for students with more intensive needs are in seven of nine middle schools with a total of 10 classes. Middle schools have programs for students requiring intensive services, life skills instruction, and specialized autism services. All schools currently support students with behavioral needs. Level 3 student numbers decreased by three in middle schools, while mild to moderate numbers (Level 1 and Level 2) are up 101 students from the same date last year. The growth in the number of students with moderate to severe disabilities appears to have stabilized, while the growth of mild to moderate disabilities has increased substantially.

High School Special Education

Special Education services are provided at all eight comprehensive high schools, seven alternative schools, McLaughlin Youth Center, and eight Special Schools sites. Specialized services are provided at seven of the eight high schools. There are currently nineteen life skills classes serving students with more intensive needs. The number of students requiring intensive services has stabilized compared to previous years. Level 1 and Level 2 enrollment increased by 101 and Level 3 decreased by 12. The increase in mild to moderate disabilities is substantial.

Special Schools sites at McLaughlin Youth Center, OUTREACH/Continuation, North Star Hospital, North Star Residential, API, Booth, ARCH, Jesse Lee, Providence Residential and Fireweed vary in accordance with the unique needs of their specialized populations. Enrollment in each of these programs was consistent with previous year's enrollment.

ACE/ACT

Special Education services are provided to students up through the age of 21 if warranted. The ACE/ACT program provides services in the areas of functional skills, job readiness, recreation/leisure and self-help for the adult students with more intensive needs as they are transitioning into the community. The unique nature of the program requires more extensive staffing in order for the community training to occur. Current enrollment in ACE/ACT totals 100 students with a breakdown of four Level 1 students, 49 Level 2 students and 47 Level 3 students. The enrollment is up 12 compared to the previous year's total of 88 students.

Whaley School

Whaley School enrollment has remained consistent from last year to this year. Currently, there are 34 elementary and 97 secondary special education students attending Whaley School. An additional 15 students with the most significant needs are attending Whaley is a specialized program. The total enrollment is 146 students. Enrollment at Whaley typically increases during the course of the school year.

Mt. Iliamna School

During the 2004-2005 school year, grades kindergarten through third grade were relocated from Whaley School to Mt. Iliamna School. Mt. Iliamna had previously housed preschool classes. The behavioral support program at Mt. Iliamna has expanded this school year to include a preschool behavioral support class and a fourth grade class. The focus of the Mt. Iliamna program is to provide intensive behavioral interventions for students experiencing significant social, behavioral and mental health needs. Positive behavioral support services are provided in a therapeutic environment for students with an emphasis on developmentally appropriate academic instruction.

Mt. Iliamna began with an initial enrollment of 17 students in the fall of 2004-2005 and has increased to 50 by October 2005. The rapid increase in enrollment is a considerable challenge for this special school program. Recruiting and hiring of appropriately trained personnel continues to be problematic as there continues to be a national shortage of trained personnel in this disability area.

Related Services

The number of school sites at which students receive services from Related Service providers continues to increase, presenting a logistical challenge to itinerant staff members.

Speech-Language

The number of students receiving speech language services from preschool through age 22 continues to be consistent with the enrollment of previous years. Due to the shortage of certified speech language pathologists, an increasing number of students receive service from speech language implementers and teacher assistants working under the supervision of speech pathologists. Caseloads range from 43 to 55 students, with the number typically swelling during the year and peaking in April. Average caseload size for April over the past three years has been approximately 50 students. The proportion of students

requiring intensive augmentative communication and assistive technology programs has increased each year, significantly affecting caseloads.

School Psychologists continue to be impacted by the number of students requiring counseling services defined in the IEP. Discipline situations requiring Functional Behavioral Assessment, Manifestations Determinations and the increased need for crisis response also impacts the demand for school psychological services.

OT/PT/APE has an enrollment of 1340, consistent with the number the same date last year. Average caseloads are 30 students for PT, 28 students for OT and 60 students for APE. Providers each serve students in four to twelve sites, requiring extensive travel time.

Hard of Hearing

The number of students receiving services through the Hard of Hearing program increased significantly from 39 to 52 over last year's enrollment. There are an increasing number of students with severe to profound hearing losses who require more hours of direct instruction and consultation services from this itinerant staff. Three audiologists provide comprehensive screening services to 200 students Districtwide.

Blind/Visually Impaired

The number of students receiving services for blind or deaf/blind students preschool through secondary is 67, the same as September of last year. Average caseload size is 13 students. The increasing numbers of young Braille readers require more hours of direct instruction and materials adaptation from this itinerant staff.

Alaska State School for the Deaf and Hard of Hearing

The Alaska State School for Deaf and Hard of Hearing (ASSDHH) serves students of the state of Alaska through a program of comprehensive services supported by the District and the Department of Education and Early Development. Services for students age three through 22 are provided in coordination with special education services of the District at Russian Jack Elementary School, Hanshew Middle School, East High School, and the ACE/ACT program. Students receive specialized instruction by ASSDHH staff and support in order to access the general education programs at each of these sites.

Enrollment in the Alaska State School for Deaf and Hard of Hearing generally fluctuates between 50 and 60 students. Enrollment on September 30 this year was 52, a decrease of three from the previous year. Enrollment had increased to 56 by October 28.

BILINGUAL EDUCATION PROGRAM

Historically, enrollment of limited-English-proficient (LEP) students in the Bilingual/Multicultural Education Program (BMEP) has steadily increased (Attachment U). This graph provides the total number of students receiving service during each year since the 1994-1995 school year. As of October 28, 2005, there are 295 more students identified and placed (6,625) to receive services than the 6,330 students in October 2004 (Attachment V). Nine hundred twenty-three (923) students are new-to-the-district (NTD), which is approximately the same number as 2004-2005.

An intensive articulation process from elementary to middle school and from middle school to high school has continued to gage staffing decisions. Students are properly exited from the program if that is the need and others are more closely monitored to make sure they are assessed and properly placed on the next level. Elementary bilingual resource teachers visit receiving schools and appropriate assessment is conducted. This has resulted in the retention of students who need to remain in the program and to an increased number of students on the secondary level.

Elementary School Bilingual Education

Students of limited-English-proficiency are enrolled at and staff assigned to all elementary schools in the District. The existing staffing standard attempts to provide a student/staff ratio (SSR) of 30:1, albeit, relatively high in comparison to the overall District SSR. The primary modes of delivery, as articulated in the Board and State approved Plan of Service, consist of both individual or small group (two to eight students) tutorials and in-class delivery. The current data reflect inequities in SSR in some schools. This is due to the fact that the assessment and placement of students are still in progress with a high number of students on the pending list. Once all assessment is complete, students will be transferred from the pending list, assigned to the appropriate language proficiency designation, and placed in appropriate service. The final reporting in November will reflect a more accurate picture of actual students scheduled for services. Upon receiving this information, decisions will be made to shift staff, if at all possible, from schools with low enrollments to schools with increased enrollments. Discussion and planning took place last school year; this has resulted in the implementation of a Learning Center at Tudor Elementary this

year. Tudor Elementary School has consistently shown an increase in the enrollment of LEP students.

Due to a couple of variables, i.e., increased enrollment Districtwide of LEP students and changes made in the assessment of LEP students, there is significant impact on the staffing at all schools. Elementary schools in the Eagle River area are experiencing an increase in enrollment this year. Students receive service on a weekly basis by the resource teacher assigned to the school. These schools are Alpenglow (nine students), Birchwood (nine students), Homestead (eight students), and Ravenwood (ten students). This is a trend that is noticed in most schools.

On the elementary level, Bilingual Learning Centers are located at schools with a high concentration of LEP students (generally 90 or greater). Thirteen sites on the elementary level have been identified: Chinook (95), Fairview (134), Government Hill (236), Klatt (135), Lake Hood (131), North Star (125), Mountain View (130), Muldoon (95), Tudor (133), William Tyson (216), Williwaw (272), Willow Crest (122), and Wonder Park (95). Chinook experienced a significant decline in enrollment of LEP students last year (from 108 in 2003-2004 to 77 in 2004-2005), but has regained the students this year with 95 students. Overall, schools with learning centers have maintained their enrollment of LEP students. Significant increase is shown at Williwaw School.

Each elementary learning center is staffed with one certificated teacher and tutors who are non-certificated. They provide service to students with low English-language-proficiency. Tutors who work under the supervision of school principals and the bilingual supervisor staff the remaining elementary schools. Resource teachers work directly with non-English (NEP) students in those schools and provide technical assistance to tutors and regular classroom teachers on an ongoing basis. There are 91.8 tutors assigned to the elementary schools.

Middle School Bilingual Education

Staffing on the middle school level consists of 2.0 FTE bilingual/ESL certificated counselors, 10.0 FTE certificated teachers, and 17.0 FTE tutors. Staffing for the middle school is a challenge because of the need to avoid homogenous grouping on teams. Challenges faced by the BMEP on the middle school level are: reconfiguration of space; and reallocation of staff resources to support the curriculum philosophy, which is so closely tied to curriculum strategies, appropriate forms of collaborative teaching, and coordination of services necessary to meet the unique needs of LEP students. Clark Middle School has the largest concentration of LEP (302 down from 316 students in 2004-2005. Mears (129) and Romig (201 students) also boast large enrollments of LEP

students. The enrollment of LEP students has increased at Hanshew from 126 last year to 136 this year and at Wendler from 106 last year to 117 this year; while the number has maintained level at Goldenview (37). There is a decrease in enrollment at Central from 107 last year to 72 this year. The middle schools in the Eagle River area continue to have low enrollments (Gruening six and Mirror Lake 13). These schools share a 1.0 FTE bilingual tutor with one of the elementary schools in the area.

High School Bilingual Education

Staffing on the high school level consists of 5.0 FTE bilingual/ESL certificated counselors, 15.0 FTE certificated teachers, and 13.75 FTE tutors. All high schools provide ESL courses and tutorial assistance for students, depending upon their Lau category. Historically, East High School has the largest number of LEP students on this level and experienced an even larger increase from 388 students last year to 486 at the present time. West High School has maintained the same as last year number (387). Students have enrolled in more ESL math and science content area courses due to the increase in the number of credits required for graduation, the emphasis on students acquiring a basic knowledge of algebra, and the need to address the skills required to successfully complete the required Graduation Qualifying Examination.

The changing demographics in ASD have brought the challenge of addressing the needs of low-literacy immigrant students. The Newcomers' Center (NC) developed for students who are new to the country and need more intensive language and cultural assistance, is in the eighth year of existence. Students enroll in a combination of social studies and English language arts classes. Cognitively, students at the NC are generally three years or more below their age-appropriate grade level. Many factors contribute to this: students come from poor rural areas where education is not readily available; some have not used print in their native language; some are victims of war and postwar poverty which bars many from formal education. Currently, there are 65 students in two separate sessions (32 in the morning and 33 in the afternoon). All of the students are monolingual speakers of another language. They have no school experience in U.S. schools and limited, if any, schooling at all in their native countries. This year, as well, seventeen (17) Hmong refugee students from a refugee camp in Cambodia have been enrolled. Currently, there are 13 students on a wait list to enroll at the NC. A new teacher and bilingual tutor will be hired later this month to eliminate this list of waiting students and provide needed service for new immigrant students.

With the addition of bilingual/ESL counselors in five of the high schools (including the Newcomers' Center), LEP students receive comprehensive

support services that address the affective as well as the intellectual aspects of their overall development. In addition to promoting linguistic and cognitive growth, LEP students receive exposure to an occupational, career-awareness vocational component that offers functional, hands-on experience and job readiness skills. Students enrolled in the NC attend for half day and the other half day attend classes at the area middle and high schools.

CHARTER SCHOOLS

As of September 30, 2005, there are six charter schools approved by the School Board and in operation in the Anchorage School District. Lower class sizes and more personalized instruction characterize each of the programs.

Aquarian Charter School had an enrollment of 308 students in grades K-6 as of September 30, 2005. A cap of 24 students per classroom is part of this school's charter. Aquarian is in its ninth year of operation and is currently housed in an Anchorage School District building located at 1705 West 32 Avenue. Class sizes for the fourteen classrooms are listed below:

Kindergarten: 46
 1st Grade: 58
 2nd Grade: 48
 3rd Grade: 46
 4th Grade: 38
 5th Grade: 39
 6th Grade: 33

Total 308

Grade Level	Total # of Classes	Under18	18-20	21-23	24-26
Kindergarten	2		x		
Grade 1	2				x x
Grade 2	2				x x
Grade 3	2			x	x
Grade 4	1				x
Grade 5	1			x	
Grade 6	1		x		
Grade 7					
Grade 8					
Combo Classes					
Grade K-1	1		x		

Grade Level	Total # of Classes	Under18	18-20	21-23	24-26
Grade K-1-2					
Grade 1-2					
Grade 1-3					
Grade 2-3					
Grade 3-4					
Grade 4-5	1				x
Grade 4-6					
Grade 4-5-6					
Grade 5-6	1			x	
Grade 6-7					
Grade 7-8					
MULTI-AGE					
Pre Sch - K					
K-Grade 1					
Grade 1-2					
Grade 1-2-3					
Grade 2-3					
Grade 3-4	1			x	
Grade 2-3-4					
Grade 4-5					
Grade 4-5-6					
Grade 5-6	1			x	
Grade 6-7					
Grade 7-8					
Totals	14	0	3	5	7

Family Partnership Charter School has an office at 401 East Fireweed Lane, Suite 100, at the intersection of Denali and Fireweed. The enrollment as of September 30, 2005, was 481 students: 190 for K-6 and 291 for 7-12. This is a decrease of three students from the 2004-2005 school year. This charter school has an individualized program and class sizes vary from one student to small groups of students working with one teacher as part of their contract with the teacher. In its ninth year of operation, the Family Partnership Charter School leases office facilities in a non-District facility in order to accommodate parents and students in a more centralized location. The students by grade level are as follows:

Kindergarten	19	Grade 7	42
Grade 1	22	Grade 8	55
Grade 2	19	Grade 9	46
Grade 3	30	Grade 10	49
Grade 4	33	Grade 11	41
Grade 5	31	Grade 12	58
Grade 6	36	Total	481

Frontier Charter School has an office at 400 West Northern Lights Blvd. The enrollment as of September 30, 2005 was 328 students; 156 for K-6 and 172 for grades 7-12. This charter school has an individualized program. The focus is helping parents understand how their children learn as assessed through the Frontier Learning Profile. Frontier class sizes vary from one student to small groups of students working with one teacher as part of their contact with the school. In its third year of operation, the Frontier Charter School leases office facilities in a non-District facility in order to accommodate parents and students in a more centralized location.

The students by grade level are as follows

KF	21	
Grade 1	22	
Grade 2	24	
Grade 3	26	
Grade 4	18	
Grade 5	19	
Grade 6	26	Total for elementary - 156
Grade 7	27	
Grade 8	26	
Grade 9	20	
Grade 10	29	
Grade 11	35	
Grade 12	35	Total for high school - 172

Total Students - 328

Highland Tech Charter School had an enrollment of 285 students in grades seven through twelve as of September 30, 2005. The school is in its third year of operation and is currently leasing space at the Boniface Mall. The school is a standards-based program and promotes a project-based learning environment,

which integrates technology, connectivity and student-centered content into the classroom. The students by grade level are as follows:

Grade 7	56
Grade 8	45
Grade 9	49
Grade 10	56
Grade 11	40
Grade 12	37
Total	285

Grades 7-8

Math	26.75
Reading	26.75
Writing	26.75
Other	26.75
(includes science)	

Grades 9-12

Math	25.28
Reading	25.28
Writing	25.28
Technology	24.00
Other	25.28
(includes science)	

The two new Charter schools this year are Winterberry Charter School and Eagle Academy Charter School. Winterberry had a total of 139 students in grades K -6 as of September 29, 2005. Eagle Academy, which is located in Eagle River and is also a K-6 program, had 153 students on September 30.

Winterberry		Eagle Academy	
Kindergarten	28	Kindergarten	25
Grade 1	27	Grade 1	17
Grade 2	22	Grade 2	24
Grade 3	19	Grade 3	26
Grade 4	16	Grade 4	24
Grade 5	14	Grade 5	27
Grade 6	13	Grade 6	9
Total	139	Total	153

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