

ANCHORAGE SCHOOL DISTRICT  
ANCHORAGE, ALASKA

ASD MEMORANDUM #120 (2007-2008)

December 3, 2007

TO: SCHOOL BOARD  
FROM OFFICE OF THE SUPERINTENDENT  
SUBJECT: CLASS SIZE REPORT 2007-2008

*ASD Goal: Establish and maintain a supportive and effective learning environment by providing safe, caring, barrier-free schools.*

PERTINENT FACTS:

This report for the 2007-2008 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 enrollment data on September 28, 2007. Overall, class sizes in the various categories are within one percent of last year's percentages, with the exception of the 27-30 category, which decreased by two percent (from 14 percent in 2006-2007 to 12 percent in 2007-2008).

A comparison chart of the last eight years for classes of 30 and higher is displayed in Attachment B. This number increased slightly in 2007-08. Teacher assistant time has been allocated to assist in large classes.

Attachment C compares kindergarten through third grade and fourth through eighth grade class sizes for the past three years, 2005-2006, 2006-2007 and 2007-

08. In kindergarten through third grade, class sizes increased in the under 18 and 18-20 categories, decreased in the 21-23 category and remained stable in the 24-26 and 27-30 categories. In the fourth through eighth grades, the number of classes in the under 18 category decreased slightly, the percentage of classes in the 18-20 category decreased, the number of classes in the 21-23 category increased by 2 percent and in the 24-26 category there was an increase of 6 percent. Concurrently, the percentage of classes in the 27-30 category decreased by 6 percent. Classes in the 31-32 range increased slightly.

The staffing divisors are 20.50 in kindergarten, 21 in first grade, 24 in second and third grades and 27 in fourth, fifth and sixth grades. The targeted ratio is 18:1 in kindergarten and first grades with class size reduction positions.

Attachment D is a summary of the information presented in Attachment C. Attachment E contains part-time student data.

Attachment F illustrates the positive effect of class size reduction positions in kindergarten and first grades across the elementary division.

Overall in the elementary division class sizes are very close to optimal in terms of budgeted staffing ratios. The forty-five class size reduction positions funded through Title IIA of the NCLB grant have provided significantly lower class sizes in many kindergarten and first grade classrooms across the elementary schools. Additionally, many Title I schools utilize Title I funds to lower class size.

## **MIDDLE SCHOOL EDUCATION**

On September 28, 2007, the middle school division noted slight changes across all class size reporting categories. Percentage changes fell between 0.14 percent and 2.81percent with the greatest changes reported for class sizes of 21-25 and 31-35. A four-year comparison of class sizes across the mid-level division is attached. The average core class size remains constant from last year to this year at 26 students. Attachment G shows a class size analysis for each of the middle schools.

Across the division, schools reported a total of 114 classes with 36 or more students. The majority of these classes are physical education and music/art showing 73 and 25 classes respectively.

Since September 28, three of the nine core classes with over 36 students have been decreased to below 35 students and 22 of the 256 core classes with 31-35 have been reduced to below thirty. .

MIDDLE LEVEL CLASS SIZE FREQUENCY

<b>PART I - 2004-2005 Class Size Frequency</b>					
Class Size	1-20	21-25	26-30	31-35	36+
Number of All Classes	179	287	546	393	114
Percentage of All Classes	11.80%	18.90%	35.90%	25.90%	7.50%

<b>PART II - 2005-2006 Class Size Frequency</b>					
Class Size	1-20	21-25	26-30	31-35	36+
Number of All Classes	343	262	489	281	114
Percentage of All Classes	23.00%	17.60%	32.80%	18.90%	7.60%

<b>PART III - 2006-2007 Class Size Frequency</b>					
Class Size	1-20	21-25	26-30	31-35	36+
Number of All Classes	254	343	511	304	133
Percentage / All Classes	16.44%	22.20%	33.07%	19.68%	8.61%

<b>PART IV - 2007-2008 Class Size Frequency</b>					
Class Size	1-20	21-25	26-30	31-35	36+
Number of All Classes	265	310	557	352	114
Percentage of All Classes	16.58%	19.39%	34.85%	22.02%	7.13%

**AVERAGE CLASS SIZE BY ACADEMIC AREA**

<i>Class size by area for a four-year period</i>				
SUBJECT	AVERAGE	AVERAGE	AVERAGE	AVERAGE
	2004-2005	2005-2006	2006-2007	2007-2008
LANGUAGE ARTS	24.57	20.79	23.95	24.70
MATH	25.97	23.62	24.41	25.44
SCIENCE	28.23	27.56	27.71	27.59
SOCIAL STUDIES	27.07	25.80	26.54	25.89
WORLD LANGUAGES	28.06	25.72	24.44	24.21
MUSIC/ART	31.83	29.66	29.17	30.55
PE	42.14	42.74	43.13	40.18
CAREER TECH.	27.95	24.59	26.53	24.85

<b>Polaris K-12 # of Classes</b>					
	1-20	21-25	26-30	31-35	36+
	35	44	22	1	0
	28.92%	36.36%	18.18%	.82%	
TEACHING AREA	# OF SECTIONS	# OF STUDENTS	AVERAGE CLASS SIZE		
Language Arts	13	300	24		
Math	13	217	17		
Science	14	281	21		
Soc. Studies	17	338	20		
For. Language	3	62	21		
Music	15	341	24		
PE	17	387	23		
Art	12	292	24		
Advisory	13	277	21		
Study Skills	4	101	25		

**PART-TIME STUDENTS:**

Currently, there are two part-time students attending one class each in the nine standard middle schools. There are no part-time students enrolled at Polaris K-12 this school year.

SCHOOL NAME	NUMBER OF STUDENTS	NUMBER AT .25%	NUMBER AT .50%	NUMBER AT .75%	NUMBER AT OTHER %
Central	0	0	0	0	0
Clark	0	0	0	0	0
Goldenview	0	0	0	0	0
Gruening	0	2	0	0	0
Hanshew	0	0	0	0	0
Mears	0	0	0	0	0
Mirror Lake	0	0	0	0	0
Romig	0	0	0	0	0
Wendler	0	0	0	0	0
Polaris	0	0	0	0	0
<b>TOTALS</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>

## **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. Attachment H shows a class size analysis for each of the high schools and alternative schools.

On September 28, 2007, the high schools reported 564 classes under 20, a decrease of 21 from last school year; and 126 classes over 36 students, an increase of seven sections as compared to the 2006 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 (77 percent), with a lesser number in music (15 percent). Attachment X contains District wide high school average class size as reported by content area. School-to-school variations are due to student interest and school-based scheduling decisions.

### **Alternative Schools**

Class sizes at AVAIL, Benny Benson, COHO Continuation, Crossroads, King Career Center, MYC and SAVE are all under 30. Steller Secondary has three sections above 30 all others are below 30. 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), career guides (non-certificated), and career resource 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 (non-certificated), and a family advocate (non-certificated), at East and Bartlett High schools.

### Average and Range of Counselor Loads by School

<u>School</u>	<u>Average Number of Counselees</u>	<u>Range</u>	<u>Number of Counselors</u>
Bartlett	211	190-298	8.0**
Chugiak	270	240-301	5.0
Dimond	260	240-300	7.0
East	274	248-340	8.0**
Eagle River	432	432	2.0
Service	269	225-311	7.0*
South	354	308-380	5.0
West	264	232-353	7.0**

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

\*\* Number may include certificated bilingual, Partners for Success and gifted counselors.

### High School Part-time Students

Seventeen 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

The Anchorage School District provides comprehensive educational services through the Special Education Department to all children who experience disabilities and have additional needs beyond those which can generally be met by the regular classroom program. Special education services are provided in all Anchorage School District schools, including alternative schools, optional schools, charter schools and special school programs. Services are designed by an IEP team in the least restrictive environment, including the parent as a contributing member. IDEA requires that a continuum of special education placements is available which includes: support in the regular classroom supervised by special education personnel, direct service by special education personnel in the regular classroom, pull-out time from the regular classroom with service from special education personnel self-contained special education classrooms, a special school, home or hospital instruction or instruction in an institution. Since all components of the continuum cannot be provided in every neighborhood school, the IEP teams make every effort to provide the appropriate services for a student in a setting as close to his/her normal classroom as

possible. In addition to providing the necessary special education services, the IEP team may determine a need for related services. Related services may include speech therapy, occupational therapy, physical therapy, counseling, specialized nursing services, audiology services and transportation.

**Early Childhood Special Education (Preschool)**

<b>Preschool SpEd Program</b>	<b>Teacher/Student Staffing Ratio</b>	<b>Range of Current Enrollment</b>	<b>Average PTR</b>	<b>Number of Classes</b>
<i>Itinerant Preschool (CARE)</i>	1 Teacher: 25 L1	5-17 per team	10.75:1	4 Teams
<i>Communication Classes (2-Day)</i>	1 Teacher: 8 L1 x 4 sessions = 32 students	4-5 students - per session	18.5:1	8 sessions
<i>Self-Contained Classes (4-Day)</i>	1 Teacher: 8 L2/L3 x 2 sessions = 16 students	5-7 students per session	10:1	26.5 teachers/ 53 sessions
<b>Autism (Pre-K/K)</b>	1 Teacher: 6 L3 (Pre-K & K) (full day)	3-6 students per class (Pre-K/K)	4.3:1 (Pre-K/K)	6 full day classes (Pre-K/K)

**Key Points:**

- Staffing ratio for preschool is based on am/pm sessions unless otherwise noted as full day i.e. one teacher for two sessions of eight students each
- CARE teams provide special education services in community settings
- Preschool autism classes provide services for preschool and kindergarten students; kindergarten students are included in above numbers to accurately reflect teacher caseloads
- Preschool special education services begin at age three rather than by school year; eligible students are enrolled throughout the school year
- Ninety-two students are scheduled for preschool assessments are scheduled between October 26 and December 20, 2007

Elementary Special Education

<b>Elementary SpEd Programs</b>	<b>Teacher/Student Staffing Ratio</b>	<b>Range of Current Enrollment</b>	<b>Average PTR</b>	<b>Number of Classes</b>
<b>Resource (K-6)</b>	1 Teacher:20 L1 1 Teacher:12 L2 1 Teacher: 8 L3		17.4:1	136 teachers: (11 gen. ed, 125 special ed)
<i>Extended</i>	1 Teacher: 10	4 - 9 students	7.6:1	10 classes

<i>Resource (K - 6)</i>	L2/L3			
<b>Intensive Needs</b>	1 Teacher: 8 L3	4 - 7 students	6.1:1	20 classes
<b>Autism (grades 1-6)</b>	1 Teacher: 6 L3	3 - 6 students	4.2:1	13 classes

Key Points:

- The number of students requiring special education services and supports for more than 50% of the school day continues to increase.
- Extended Resource, Autism, and Intensive Needs Classes are designed to provide full-day support required by a student's IEP.
- The number of students needing specialized autism classes continues to increase.

**Mt. Iliamna School**

<b>Mt. Iliamna Program Pre-K - 4<sup>th</sup> Grade</b>	<b>Teacher/Student Staffing Ratio</b>	<b>Range of Current Enrollment</b>	<b>Average PTR</b>	<b>Number of Classes</b>
<i>Behavioral Support Classes K - 4</i>	1 Teacher: 10 L3 students	5 - 9 per class	6.7:1	7
<i>Learning Centers K - 4</i>	1 Teacher: 6 L3 students	6 - 7 per class	6.2:1	4

Key Points:

- Behavioral support classes provide small group instruction; while learning center classes provide highly individualized support to assist students in development of social and behavioral skills.
- Mt. Iliamna supports children with social/behavioral needs from Kindergarten through fourth grade (preschool services have been relocated)
- As of October 26, 2007, the distribution by grade for the 72 elementary students was: K = 7; First = 14; Second = 15; Third = 18; Fourth = 18.
- Estimated enrollment by end of second quarter is 84 which is an increase of 31 percent over last fall
- On count date, Mt. Iliamna enrollment was 10 students above projections.
- Classes above represent scope of behavioral support program at Mt. Iliamna; specialized settings within Mt. Iliamna have different staffing ratios

### Middle School Special Education

Middle School SpEd Programs	Range of Caseloads	Average PTR	Number of Classes
Resource	12-18 students	14:1	61 teachers
Life Skills 1	7-13 students	10:1	4.5 classes
Life Skills 2	4-8 students	6:1	5 classes
Autism	5-9 students	8:1	2 classes

### High School Special Education

High School Special Ed Programs	Range of Caseloads	Average PTR	Number of Classes
Resource	15-25 students	17:1	80.5 teachers
Life Skills 1	9-15 students	11:1	10 classes
Life Skills 2	4-9 students	6:1	7 classes
Autism	6-11 students	8:1	2 classes

Alternative Special Ed Programs 7-12	Range of Enrollment	Average PTR	Number of Classes
Resource	12-27 students	17:1	11 teachers

Continuation/COHO/Outreach	Range of Enrollment	Average PTR	Number of Classes
Resource	5-13 students	10:1	2 teachers

### ACE/ACT

ACE/ACT Programs	Range of Enrollment	Average PTR	Number of Classes
ACE	15-25 students	20:1	3 teachers
ACT	10-17 students	11:1	6 teachers

### Special Schools Program

Special Schools Program	Range of Enrollment	Average PTR	Number of Classes
Residential	9-18 students	13:1	15.5 teachers

## Whaley School

Whaley School/ABA	Range of Enrollment	Average Class Size/CaseLoad	Number of Classes
Intensive Behavior Classes	4-8 students	6 students	24 teachers

### Key Points:

3 elementary classes

21 secondary classes, including elective teachers

### Related Services

Class size information across all related services programs is based on enrollment data from October 17, 2007. The total number of students receiving a related service is 4,587, representing an overall decrease of 103 students from the same time last year.

### Speech-Language Services

The total number of students receiving IEP speech-language services is 2806, representing an increase of 55 students from last year, of which 846 students receive speech-only services and 1960 are special education students with speech. The number of students requiring assistive technology to support communication continues to increase, with at least 60 students using dedicated devices as stipulated by their IEPs.

### School Psychology Services

Caseloads for school psychologists are determined by multiple issues other than school enrollment, i.e. the number of evaluations typical to a school, the number of functional behavioral assessments and manifestation determinations, and other special factors. Typically a school psychologist may be assigned to one secondary school and one elementary school while others are assigned to two elementary schools. The total number of students receiving IEP psychology services is 121, representing a decrease of 23 students from last year. The overall demand for psychology services in the schools increases yearly in response to discipline situations and crisis response.

### Occupational Therapy/ Physical Therapy/ Adapted Physical Education

The number of students receiving OT (750), PT (216) and/or Adapted PE (459) is 1425, representing an increase of 31 students from last year. Average caseloads are 30 students for PT, 32 students for OT and 60 students for APE. Providers are highly itinerant, serving students in 4 to 12 sites each.

### **Hard of Hearing and Audiology Services**

Thirty-five students receive services as hearing impaired, and/or 132 receive audiology services, totaling 167 which is a decrease of 55 students from last year. This decrease is likely due to a continued staff shortage for audiology. Most students receive itinerant services in their neighborhood schools, with the exception of students with cochlear implants who receive services in special classes at Williwaw Elementary.

### **Blind/Visually Impaired Services**

Sixty-eight students receive BVI services, representing an increase of two students from last year. Average caseload size per specialist is 13 students. While the total number of students remains fairly consistent, there are increasing numbers of young Braille readers and students requiring advanced technology in order to access curriculum.

### **Alaska State School for 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 ages 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 general education 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 as of October 27, 2006 is 56.

- Class sizes range from four to seven students at Russian Jack.
- Class size at Hanshew is seven.
- Teachers at the secondary level of ASSDHH are case managers for five to seven students each at the following locations; EHS, ACE, ACT, KCC.

### **BILINGUAL/MULTICULTURAL EDUCATION PROGRAM**

Historically, enrollment of limited-English-proficient (LEP) students in the Bilingual/Multicultural Education Program (BMEP) has steadily increased; however, there was a decrease in enrollment this year because of state regulations regarding exiting students for progress. Attachment 1 (10-Year Historical Enrollment Chart) provides the total number of students receiving service during each designated school year. As of October 25, 2007, the 4,672 students identified and placed to receive services (Attachment 2) is much lower than the count last year in October 2005 of 6,625. There are 2,755 students in

grades K-6, and 1,917 students in grades 7-12 (also including sixth graders at Mirror Lake and Begich middle schools). Eight hundred and four students are new-to-the-district (NTD), which is slightly lower than the number of NTD in 2005-2006. Students receiving service from the BMEP speak 95 different languages. Table I shows the Enrollment of LEP Students by language spoken. As indicated in Language Charts 1 and 2, the top five languages are Spanish (1,294 or 27 percent), Samoan (754 or 16 percent), Hmong (657 or 14 percent), Tagalog (605 or 13 percent), and Yupik (222 or 5 percent).

An intensive articulation process from elementary to middle school and from middle school to high school has continued to gauge staffing decisions. In past years, students were exited from the program (if that were the need) and others were more closely monitored to make sure they were assessed and properly placed on the next level. Currently, students are being exited according to state requirements based on student proficiency for one year on the English Language Proficiency Assessment in the areas of listening, speaking, reading, and writing.

Elementary Bilingual Education students of limited-English-proficiency are enrolled at all schools, and bilingual staff members are 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) tutorial, 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 is 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.

Due to the variables in enrollment districtwide of LEP students and changes made in the assessment of LEP students, there is a significant impact on the staffing at all schools.

Students in Eagle River receive service on a weekly basis by the resource teacher assigned to the school. These schools are Alpenglow (four students), Birchwood (five students), Eagle River (thirteen students), Homestead (four students), and Ravenwood (eight students).

On the elementary level, Bilingual Learning Centers are located at schools with a high concentration of LEP students (generally 90 or greater). Fourteen sites on the elementary level have been identified, including Rogers Park which was added this year: Creekside Park (54), Fairview (117), Government Hill (153), Klatt (68), Lake Hood (96), North Star (103), Mountain View (115), Muldoon (91), Rogers Park (65), Tudor (73), William Tyson (169), Williwaw (131), Willow Crest (94), and Wonder Park (68). Due to the number of students who exited due to progress and because of boundary changes, some of these schools are down in enrollment, so the assignments of teachers will need to be monitored for possible changes in the coming school year. There are 14 full-time teachers assigned to these schools, with one half-time teacher assigned to Eagle River schools as an itinerant teacher.

Each elementary learning center is staffed with one certificated teacher, as well as 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 visit these schools as well and work directly with non-English proficient (NEP) students in those schools to provide technical assistance to tutors and regular classroom teachers on an ongoing basis. There are 86.5 elementary tutor positions currently filled, with 2 positions unfilled, making the count 88.5 to be fully staffed.

Middle school bilingual education staffing consists of 2.0 FTE bilingual/ESL certificated counselors, 12.8 FTE certificated teachers, and 15.25 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. Hence, staffing remains a major concern and issue at all middle schools. Clark Middle School students are attending Begich Middle School during construction of the new Clark Middle School with the largest concentration of LEP students, 154 (down from 316 last year), which is similar to Romig, with 151 students (down from 194 last year). Mears at 52 (down from 146 last year) and Hanshew at 57 (down from 151 last year) have significantly lower enrollments as well. Wendler, from 121 last year to 115 this year, and Goldenview, from 37 to 26, experienced little change, while Central increased slightly from 71 to 77. The middle schools in the Eagle River area show decreases, and they continue to have relatively low enrollments; Gruening (eight) and Mirror Lake (three). These two schools share a 1.0 FTE bilingual tutor.

The difficulty in staffing on the middle school level is providing a teacher or tutor for each of the teams, since LEP students are spread over all teams. The issue of obtaining ESL teachers who are highly qualified in several content areas is also a challenge.

High school bilingual education staffing consists of 8.0 FTE bilingual/ESL certificated counselors, 16.0 FTE certificated teachers, and 16 FTE filled positions of high school tutors. All high schools provide ESL courses and tutorial assistance for students, depending upon their level of English language proficiency. Due to student's limited English proficiency skills, ideally, class size should be capped at fifteen students maximum. Historically, East has the largest number of LEP students on this level, but has experienced from 521 students last year to 388 at the present time. Enrollment of LEP students at West has decreased from 384 last year to 261 this year. Currently, Bartlett has 176 LEP students, and Dimond has 117 LEP students. Service numbers have been growing for the last couple of years and BMEP will be taking a closer look at the needs of that school for the next school year. Staffing at Service should be similar to other high schools with similar needs; however, it is not. These schools have decreased in numbers of LEP students due to exiting for progress.

The changing demographics in ASD have brought the challenge of addressing the needs of low-literacy immigrant students. The Newcomers' Center (NC) was developed for students who are new to the country and need more intensive language and cultural assistance, and is in the eleventh 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 students in two separate sessions (42 in the morning and 42 in the afternoon session). There are three students on the wait list for the AM session and five on the wait list for the PM session. All of the students are monolingual speakers of another language. They have no school experience in US schools and limited, if any, schooling at all in their native countries. Students enrolled in the NC attend the center for half day and the other half-day attend classes at the area middle and high schools.

With bilingual/ESL counselors in five of the high schools and one at the Newcomers' Center, LEP students receive comprehensive support services that address the affective as well as intellectual aspects of their overall development. In addition to promoting linguistic and cognitive growth, LEP students receive exposure to occupational, career awareness, and vocational components that

offer functional, hands-on experience, and job readiness skills at the secondary level.

**CHARTER SCHOOLS**

As of September 28, 2007, there are seven 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 352 students in grades K-6 as of September 28, 2007. Aquarian is in its eleventh year of operation and is currently housed at 1705 West 32 Avenue.

Aquarian is designed as a rigorous academic program that integrates the arts, gifted services, science and foreign language into all curriculum areas. Community service projects are an integral part of this school's social learning projects, assisting many local agencies. A cap of 24 students per classroom is part of this school's charter, with a part-time teaching assistant at every grade level.

**Grades**

Kindergarten	60	Fourth Grade	49
First Grade	54	Fifth Grade	43
Second Grade	58	Sixth Grade	36
Third Grade	52		

**Total Aquarian Charter School Students Enrolled**      **352**

**Eagle Academy Charter School** opened in September 2005 and is located at 10901 Mausel St., Suite 101, in Eagle River. In its third year of operation, it leases classroom and office facilities in a non-District facility. Eagle Academy offers an academically challenging program requiring mastery of performance standards before students progress to the next level of curriculum. Math and language arts instruction groups students by achievement level rather than by grade level. Eagle Academy's curriculum meets or exceeds Alaska's State standards. The students by grade level as of September 28, 2007 are as follows:

<b>Grade</b>	<b># of Students</b>		
Kindergarten	25	4 <sup>th</sup> grade	25
1 <sup>st</sup> grade	25	5 <sup>th</sup> grade	23
2 <sup>nd</sup> grade	25	6 <sup>th</sup> grade	19
3 <sup>rd</sup> grade	25		

**Total Eagle Academy Charter School Students Enrolled**      **167**

**Family Partnership Charter School's** office is located at 401 East Fireweed Lane, Suite 100. The enrollment as of September 28, 2007, was 522 students: 174 for kindergarten through sixth grades and 348 for grades seven through twelve. This charter school has an individualized program, and class sizes vary from one to small groups of students working with one teacher as part of their contract with the ASD certificated teacher. In its 11th 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:

<u>Elementary</u>		<u>Secondary</u>	
Kindergarten	14	Seventh	45
First	18	Eighth	50
Second	26	Ninth	50
Third	22	Tenth	67
Fourth	28	Eleventh	59
Fifth	27	Twelfth	77
Sixth	39	Total	348
Total	174		

**Total Family Partnership Charter School Students Enrolled 522**

**Frontier Charter School** has an office at 400 West Northern Lights Blvd. The enrollment as of September 28, 2007, was 334 students; 150 for K-6 and 203 for grades seven-twelve. 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. Students by grade level are listed below:

<u>Elementary</u>		<u>Secondary</u>	
Kindergarten	16	Grade 7	12
Grade 1	21	Grade 8	37
Grade 2	16	Grade 9	33
Grade 3	22	Grade 10	30
Grade 4	29	Grade 11	26
Grade 5	18	Grade 12	53
Grade 6	21	Total	191
Total	143		

**Total Frontier Charter School Students Enrolled 334**

**Highland Tech Charter School** had an enrollment of 244 students in grades seven through twelve as of September 28, 2007. The school is in its fifth year of operation and is currently leasing space at the ASD Education Center. 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	32	Grade 11	37
Grade 8	33	Grade 12	50
Grade 9	50	<b>Total</b>	<b>244</b>
Grade 10	42		

**Total Highland Tech Charter School Students Enrolled      244**

**Rilke Schule German School of Arts and Sciences** is a K through 8 school that focuses on high academic achievement by engaging each child through an enriched language curriculum taught primarily in German. The school is in its first year of operation and is temporarily located in the Change Point Church facility at 6689 Seafood Drive. Their new building at 650 International Airport Road is scheduled for completion in late December or early January. The enrollment as of September 28, 2007 was 177 students in kindergarten through eighth grade.

Kindergarten	38	Fifth Grade	12
First Grade	28	Sixth Grade	16
Second Grade	23	Seventh Grade	11
Third Grade	25	Eighth Grade	2
Fourth Grade	22		

**Total Rilke Schule Charter School Students Enrolled      177**

**Winterberry Charter School** is located at 508 W Second Avenue on the corner of Second Avenue and E Street. The enrollment as of September 28, 2007, was 171 students in kindergarten through seventh grade. The school has two half-day kindergarten classes, two grade four classes, one combined grade six and seven class, and one of each of the remaining grades. This year is Winterberry's third year of operation.

Kindergarten	32	Grade Four	29
Grade One	27	Grade Five	18
Grade Two	25	Grade Six	11
Grade Three	24	Grade Seven	4

**Total Winterberry Charter School Students Enrolled      171**

CC/RG/PM/LV/MH/JS/CG/CB/mh

Attachments

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