

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #138 (2008-2009)

December 15, 2008

TO: SCHOOL BOARD
FROM OFFICE OF THE SUPERINTENDENT
SUBJECT: CLASS SIZE REPORT 2008-2009

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

PERTINENT FACTS:

This report for the 2008-2009 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 30, 2008. Overall, class sizes in the various categories are within one to two percent of last year's percentages.

The comparison chart of the last eight years for classes of 30 and higher is displayed in Attachment B. This number decreased in 2008-2009. 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, 2006-2007, 2007-2008 and 2008-2009. In kindergarten through third grade, class sizes decreased in the under 18 category, increased in the 18-20, 21-23 and 24-26 categories, and remained stable

in the 27-30, 31-32 and 32+ categories. In the fourth through eighth grades, the number of classes in the under 18 category stayed the same, the percentage of classes in the 18-20 category increased, the number of classes in the 21-23 category decreased by 6 percent and in the 24-26 category there was an increase of one percent. Additionally, the percentage of classes in the 27-30 category increased by three percent. Classes in the 31-32 range decreased slightly, while classes in the 33+ range basically remained the same.

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. In kindergarten and first grades with class size reduction positions, the targeted ratio is 18:1.

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, class sizes were acceptable as of the September 30 enrollment reports in terms of budgeted staffing ratios in the elementary division. The forty-six 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 30, 2008, the middle school division noted slight changes across all class size reporting categories. Percentage changes decreased by 2.86 percent in the category of 31-35 students, and increased by three percent in the 26-30 class size category. A four-year comparison of class sizes across the mid-level division is attached. The average core class size remains constant at 26 students. Attachment G shows a class size analysis for each of the middle schools.

Across the division, schools reported a total of 124 classes with 36 or more students. The majority of these classes were physical education (88 classes), and music/art (20 classes).

Since September 30th two of the eight core classes with over 36 students have been decreased to below 35 students and 15 of the 213 core classes with 31-35 have been reduced to below 30. Additionally, foreign language classes with over 36 students have been reduced from eight to two.

MIDDLE LEVEL CLASS SIZE FREQUENCY

PART II - 2005-2006 Class Size Frequency

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%

PART III - 2006-2007 Class Size Frequency

Class Size	1-20	21-25	26-30	31-35	36+
Number of All Classes	254	343	511	304	133
Percentage of All Classes	16.44%	22.20%	33.07%	19.68%	8.61%

PART IV - 2007-2008 Class Size Frequency

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%

PART V – 2008-2009 Class Size Frequency

Class Size	1-20	21-25	26-30	31-35	36+
Number of All Classes	239	327	588	303	124
Percentage of All Classes	15.11%	20.68%	37.19%	19.16%	7.84%

AVERAGE CLASS SIZE BY ACADEMIC AREA

The average class size by academic content area for the last four years for middle schools is listed below.

SUBJECT	AVERAGE	AVERAGE	AVERAGE	AVERAGE
	2005-2006	2006-2007	2007-2008	2008-2009
LANGUAGE ARTS	20.79	23.95	24.70	24.73
MATH	23.62	24.41	25.44	26.35
SCIENCE	27.56	27.71	27.59	27.92
SOCIAL STUDIES	25.80	26.54	25.89	25.30
WORLD LANGUAGES	25.72	24.44	24.21	26.38
MUSIC/ART	29.66	29.17	30.55	29.34
PE	42.74	43.13	40.18	42.55
CAREER TECH.	24.59	26.53	24.85	25.36

Polaris K-12 # of Classes					
	1-20	21-25	26-30	31-35	36+
	44	35	21	1	1
	28.92%	36.36%	18.18%	.82%	
TEACHING AREA	# OF SECTIONS	# OF STUDENTS	AVERAGE CLASS SIZE		
Language Arts	14	303	22		
Math	11	230	21		
Science	12	289	24		
Soc. Studies	15	315	21		
For. Language	3	68	23		
Music	7	160	23		
PE	16	392	25		
Art	12	301	25		
Advisory	13	264	20		
Study Skills	4	75	19		

PART-TIME STUDENTS:

Currently there is only one part-time student attending one class (Central) in the nine standard middle schools. There are no part-time students enrolled at Polaris K-12 this school year.

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, 2008, the high schools reported 658 classes under 20, an increase of 124 from last school year; and 103 classes over 36 students, a decrease

of 23 sections as compared to the 2007 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 (17 percent). Attachment H contains districtwide 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 five sections above 30 all others are below 30. Polaris K-12 class sizes are provided in the middle school section. Attachment I shows the class size analysis for the alternative schools.

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. The newly hired Graduation Support Coordinators are a welcome addition in providing support for struggling students.

Average and Range of Counselor Loads by School

School	Average # Counselees	Range	# of Counselors
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.

Pre-School Special Education Program

Preschool SpEd Program	Teacher/Student Staffing Ratio	Range of Current Enrollment	Average Class Size/CaseLoad	Number of Classes
<i>Itinerant Preschool (CARE)</i>	1 Tchr: 25 L1	12-15 per team	13.3 students	3 Teams
<i>Communication Classes (2-Day)</i>	1 Tchr: 8 L1 x 4 sessions = 32 students	5-6 students per session	12 students	9 sessions
<i>Self-Contained Classes (4-Day)</i>	1 Tchr: 8 L2/L3 x 2 sessions = 16 students	5 - 6 per session	10.4 students	29 FTE 58 sessions
Autism	1 Tchr: 6 L3	3 - 8 per class	4.0 students	7 FTE

Key Points:

- Preschool enrollment numbers as of October 24, 2008
- CARE teams provide special education services in community settings
- Staffing Ratio for preschool classroom programs is based on am/pm sessions, except for Autism classes - full day
- Some preschool Autism classes provide services for preschool and kindergarten students; kindergarten students are included in the elementary numbers
- Preschool special education students are enrolled throughout the school year
- 98 students to be assessed between 10/24 and 12/19/2008

Projected preschool enrollment by 12/19/2008 - 499; also projecting 2 additional preschool students for Autism classes

Elementary Special Education

Elementary SpEd Programs	Teacher/Student Staffing Ratio	Range of Current Enrollment	Average Class Size/CaseLoad	Number of Classes
Resource (K-6)	1 Tchr:20 L1 1 Tchr:12 L2 1 Tchr: 8 L3		Approx 16.9 students	140.6 FTE
<i>Extended Resource (K - 6)</i>	1 Tchr: 10 L2/L3	4 - 9 students	6.5 students	14 FTE

Intensive Needs	1 Tchr: 8 L3	5 - 8 students	6.3 students	19 FTE
Autism	1 Tchr: 6 L3	4 - 8 students	6.0 students	9 FTE

Key Points:

- Resource averages are estimated from Oct 24, 2008 enrollment;
- Resource teacher total includes special education teachers and regular education teachers assigned to Resource programs. To provide supervision of regular educators in special ed positions, approximately \$185,000 will be used for added duty this school year.
- ECE continues to have an increase in students requiring special education services and supports for more than 50% of the school day

Mt Iliamna Program

Mt. Iliamna Program K - 4th Grade	Teacher/Student Staffing Ratio	Range of Current Enrollment	Average Class Size/CaseLoad	Number of Classes
<i>Behavioral Support Classes K - 4</i>	1 Tchr: 10 L3 students	3 - 9	6 students	9
<i>Learning Centers K - 4</i>	1 Tchr: 6 L3 students	5-6	5.75 students	4

Key Points:

- Mt. Iliamna supports children with social/behavioral needs from kindergarten through fourth grade
- Classes above represent scope of behavioral support program at Mt. Iliamna; specialized settings within Mt. Iliamna have different staffing ratios
- Mt. Iliamna enrollment as of October 24 was 77 elementary students with the following distribution by grade: Kindergarten = 3; First = 11; Second = 21; Third = 19; Fourth = 23.
- Estimated enrollment by end of second quarter is 88.

Middle School Special Education

Middle School SpEd Programs	Range of Caseloads	Average PTR	Number of Classes
Resource	11-17 students	15:1	61 teachers
Life Skills 1	6-14 students	10:1	4.5 classes
Life Skills 2	4-8 students	6:1	5 classes
Autism	6-12 students	8:1	2 classes

High School Special Education

High School SpEd Programs	Range of Caseloads	Average PTR	Number of Classes
Resource	15-25 students	18:1	80.5 teachers
Life Skills 1	9-15 students	11:1	10 classes
Life Skills 2	4-9 students	6:1	7 classes
Autism	6-12 students	10:1	2 classes

Alternative SpEd 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	5-12 students	9:1	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	5-1 students	24 teachers

Key Points:

3 elementary classes

21 secondary classes, including elective teachers

Related Services Programs

Class size information across all Related Services programs is based on enrollment data from October 24, 2008. **Total number of students receiving a related service equals 4,800, representing an overall increase of 213.**

Speech-Language Services

Total number of students receiving IEP speech-language services equals 3043, representing **an increase of 237 students from last year**, with the breakdown as follows: 910 total speech-only students; 2133 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

The total number of students receiving IEP psychology services equals 113, representing a decrease of 8 students from last year. However 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

Total number of students receiving OT (726), PT (197) and/or Adapted PE (474) equals 1397, representing a decrease of 28 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 four to 12 sites each. A severe shortage of OT this year has negatively impacted our ability to serve all the students.

Hard of Hearing and Audiology Services

Total number of students receiving hearing impaired (37) and/or audiology (136) services on their IEP equals 173, representing an increase of six students from last year. The total number of students includes students attending the

Auditory/Oral classrooms, (one preschool, one primary) located at Williwaw Elementary.

Blind/Visually Impaired Services

Total number of students receiving BVI services equals 74, representing an increase of six students from last year. Average caseload size per specialist is 14 students. There are increasing numbers of young Braille readers and students requiring advanced technology.

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 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. This year, the number has declined to 44 as of October 24, 2008.

- Class sizes range from three to four students at Russian Jack, with the exception of the deaf preschool signing pals class (nine students total).
- Class size at Hanshew is five.
- East High School Class size ranges three to seven students with three at the ACE/ACT program, one student in a home school location and one out of state residential program

English Language Learner Program

Enrollment of limited-English-proficient (LEP) students in the English Language Learner Program (ELLP) has increased from the previous year. Attachment J (Historical Enrollment 1999/2008) provides the total number of students receiving service during the 1999/2008 school years. As of October 23, 2008, the number of students identified and placed to receive services (4,888) is five percent higher than the 4,672 students last year. Of the those students, 3,087 are in grades K-6, and 1,801 are in grades 7-12, including sixth graders at Mirror Lake and Begich middle schools (Attachment K, Enrollment 10/23/08). There are 1,105 new-to-district (NTD) students, which is an increase of 301 students from last year. Students receiving service from the ELLP speak 94 different languages. As indicated in Attachments L, M and N, the top five languages are

Spanish (1,264/25 percent), Hmong (855/17 percent), Samoan (809 /17 percent), Tagalog (611/13 percent), and Yupik (212/four 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 was 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 on the English Language Proficiency Assessment in the areas of listening, speaking, reading, and writing. During the current school year, program staff will be monitoring over 2,500 exited students.

ELLP students of limited-English-proficiency (LEP) are enrolled at all schools, and ELLP staff members are assigned to all elementary and secondary 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 tutorials and in-class deliveries. The current data reflects inequities in SSR in some schools. Staffing decisions are constantly being reviewed as students continue to enroll. Upon receiving 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 districtwide enrollment of LEP students, and changes made in the assessment of LEP students, there is a significant impact on the staffing at all schools.

On the elementary level, Bilingual Learning Centers are located at schools with a high concentration of LEP students (generally approximately 90 or greater). Twelve sites on the elementary level have been identified, including Creekside Park (59), Fairview (133), Government Hill (153), Lake Hood (82), North Star (119), Mountain View (163), Muldoon (113), Rogers Park (79), William Tyson (185), Williwaw (139), Willow Crest (92), and Wonder Park (63). Elementary students in Eagle River receive service on a weekly basis from a tutor and a resource teacher assigned to the school. These schools are Alpenglow (six students), Birchwood (four students), Homestead (four students), and Ravenwood (five students). These numbers remain fairly consistent in comparison to 2007. Because of the number of students who exited due to progress, 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 12 full-time teachers assigned to these schools. Three itinerant

teachers, also full-time, and one half-time itinerant serve additional schools including schools in Eagle River.

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. In this way, all elementary schools receive the benefit of a certificated teacher's service, as well as that of a tutor. Itinerant teachers serve schools not served by any other ELL teacher. The total number of elementary teacher positions is 15.5. One additional position is the Elementary Specialist for the program. There are 91 elementary tutor positions currently filled, with 2.5 positions unfilled.

Middle School Bilingual Education staffing consists of three bilingual/ESL certificated counselors, 11 certificated teachers, and 15 tutors. Staffing for the middle schools is a challenge because of the need to avoid homogenous grouping on teams. Challenges faced by the ELLP on the middle school level are reconfiguration of space and reallocation of staff resources to support the curriculum philosophy that 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 students are attending Begich Middle School during construction of the new Clark Middle School with the largest concentration of LEP students, 133 (decrease from 154 last year). The following middle schools also are slightly down in enrollments compared to last year: Romig, (151 to 143); Mears (52 to 43); and Hanshaw (57 to 48). Wendler, decreased from 115 last year to 102 this year, and Goldenview, remained the same at 26. Central increased slightly from 77 to 82 students. The middle schools in the Eagle River area show decreases and they continue to have relatively low enrollments (Gruening 4, Mirror Lake 1). These two schools share a bilingual tutor who is also serving two elementary schools. Girdwood has one student at middle school level that is served by a tutor. There is one middle school specialist for the program.

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. Currently the middle schools are fully staffed.

High School Bilingual Education staffing consists of seven bilingual/ESL certificated counselors, 20 certificated teachers, and 19.5 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. In an ideal situation, class size for limited English proficient students should be capped at a maximum of 15 students. Historically, East has the largest number of LEP students, and has experienced a slight increase from 388 students last year to 401 at the present time. Enrollment of LEP students at West has decreased slightly from 261 last year to 250 this year. Currently, Bartlett has 178, Service has 112, and Dimond has 92 LEP students. High schools with lower numbers include South (69), Benson (37), Benson/Search (3), Chugiak (15), Eagle River (4), Crossroads (8), McLaughlin (10), SAVE (32), Steller (1), and Polaris (3). There is one high school specialist for this level.

The changing demographics in ASD have brought the challenge of addressing the needs of monolingual as well as low-literacy secondary immigrant students. The first Newcomers' Center, which is in its twelfth year, is housed at the King Career Center. The Center was developed for students who are new to the country and need more intensive language and cultural assistance. This year another Newcomers' Center was initiated at East High School. Students enroll in a combination of social studies and English language arts classes at these centers. Currently, at the Newcomers' Center at the King Career Center there are two sessions. The 23 students from middle schools are served in the morning sessions, and the 28 students from the high schools are served in the afternoon sessions. All of the students are monolingual speakers of another language. They may have no school experience in US schools and, in some cases, limited schooling in their native countries. Students enrolled in the Newcomers' Center attend for a half day and the other half-day attend classes at the area middle and high schools, unless they are at East High School where they are able to attend the new center at that school. There are 51 students attending the Newcomers' Center from the various secondary schools, both middle schools and high schools, and there are 10 students enrolled at the Newcomers' Center at East High School.

With ELL counselors in four of the high schools and one at the Newcomers' Center, Limited English Proficient 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 at the secondary level receive exposure to career awareness, vocational components that offer functional, hands-on experience, and job readiness skills.

Charter Schools

As of September 28, 2008, there are eight 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.

Alaska Native Charter School of Arts and Sciences opened in August 2008 in Muldoon Community Assembly while their new building at 110 Muldoon Road is being renovated. The school is a K-6 school that builds student excellence through traditional cultural learning and offers students a curriculum focused on Alaska Native culture along with a rigorous academic program that develops academic achievement. Starting next year Alaska Native Charter School will be the first charter school in the Anchorage School District that will be providing bus service for students. The designated pick up/drop off spots will be Gladys Wood, Abbott Loop, Airport Heights and Mt. View elementary. schools.

Grades

Kindergarten	27	Fourth Grade	25
First Grade	22	Fifth Grade	24
Second Grader	23	Sixth Grade	21
Third Grade	14		

Total Alaska Native Charter School Students Enrolled **156**

Aquarian Charter School had an enrollment of 361 students in grades K-6 as of September 30, 2008. Aquarian is in its twelfth 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	61	Fourth Grade	49
First Grade	60	Fifth Grade	45
Second Grade	49	Sixth Grade	39
Third Grade	58		

Total Aquarian Charter School Students Enrolled **361**

Eagle Academy Charter School opened in September 2005 and is located at 10901 Mausel St., Suite 101, in Eagle River. In its fourth 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 30, 2008 are as follows:

Kindergarten	25	4 th grade	25
1 st grade	24	5 th grade	23
2 nd grade	25	6 th grade	17
3 rd grade	25		

Total Eagle Academy Charter School Students Enrolled 164

Family Partnership Charter School’s office is located at 401 East Fireweed Lane, Suite 100. The enrollment as of September 30, 2008, was 575 students: 193 for kindergarten through sixth grades and 382 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 twelfth 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	26	Seventh	46
First	17	Eighth	50
Second	19	Ninth	62
Third	27	Tenth	62
Fourth	26	Eleventh	77
Fifth	40	Twelfth	85
Sixth	38	Total	382
Total	193		

Total Family Partnership Charter School Students Enrolled 575

Frontier Charter School has an office at 400 West Northern Lights Blvd. The enrollment as of September 30, 2008, was 310 students; 123 for K-6 and 187 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	24
Grade 1	8	Grade 8	19
Grade 2	22	Grade 9	36
Grade 3	14	Grade 10	36
Grade 4	19	Grade 11	33
Grade 5	29	Grade 12	39
Grade 6	15	Total	187
Total	123		

Total Frontier Charter School Students Enrolled 310

Highland Tech Charter School had an enrollment of 239 students in grades seven through twelve as of September 30, 2008. The school is in its sixth 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	33
Grade 8	41	Grade 12	50
Grade 9	47	Total	239
Grade 10	53		

Total Highland Tech Charter School Students Enrolled 239

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 second year of operation and is located at 650 International Airport Road. The enrollment as of September 30, 2008 was 218 students in kindergarten through eighth grade.

Kindergarten	47	First Grade	43
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Second Grade	28	Sixth Grade	21
Third Grade	23	Seventh Grade	8
Fourth Grade	23	Eighth Grade	8
Fifth Grade	17		

Total Rilke Schule Charter School Students Enrolled 218

Winterberry Charter School is located at 508 W Second Avenue on the corner of Second Avenue and E Street. The enrollment as of September 30, 2008, was 186 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	21	Grade Four	25
Grade One	26	Grade Five	26
Grade Two	25	Grade Six	19
Grade Three	26	Seven/Eight	18

Total Winterberry Charter School Students Enrolled 186

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

Attachments

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